

# SOCIAL EDUCATION

OFFICIAL JOURNAL, NATIONAL COUNCIL FOR THE SOCIAL STUDIES

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## Editor's Page

### THE NIXON AFFAIR

WE ARE writing this statement on September 24, shortly after Senator Nixon asked the American people to sit in judgment on his conduct. The public verdict will be rendered before these words appear in print, and our vote, even if this were the place to record it, would have little point.

But the basic issue raised by the Nixon affair is larger than the question of the Senator's personal integrity. For this reason, social studies teachers may wish to introduce the subject for full and free discussion in their classrooms.

Is it in the general interest for public servants to accept subsidies from independent sources?

This is the issue. Suppose we illustrate with two or three hypothetical cases.

Case Number One involves a social studies teacher in a large city high school. He is about to resign because the school budget is not large enough to provide him with the materials he feels he needs to do an adequate job of teaching. A group of citizens hears about his decision. These citizens have a high regard for his effectiveness as a teacher. They endorse his social views, and believe that it is important for him to remain in the classroom. And so they raise a subsidy which will make it possible for him to buy the books, pamphlets, and audio-visual aids he requires.

Who are these citizens? That, of course, is the first question everyone raises. Just to be impartial with our illustrations, let's assume two different situations. In one case, the list of citizens is composed entirely of large property owners. In the other case, the names on the list come entirely from the ranks of organized labor.

Our guess is that the other citizens in the community aren't going to like this situation at all. And your guess is as good as ours when it comes to what the other teachers will say and do.

Case Number Two involves the police commissioner in a small town. He, too, needs more money, not for his personal use (he lives frugally, well within his income, as a devoted servant of the people), but for expenses that he cannot meet from the authorized budget. In this instance, we suggest that the reader supply a worthy list of

donors. After all, is it the source of the subsidy that matters, or the fact that there is a subsidy?

Case Number Three brings us to Representative X. Since all of this is purely hypothetical, why not make this a hard one and say that he is a left-wing member of Congress. The contributors to his subsidy are, for the most part, members of the Communist Party or fellow-travelers.

We should like to be around when high school students discuss this question.

### A LIGHTER TOUCH

EVERY month, as regularly as clockwork, the postman brings us a package from William H. Hartley, who writes the department Sight and Sound in Social Studies. Bill has never missed a deadline, or, for that matter, ever pushed a deadline too closely. He is, in short, the answer to an editor's prayer—in all but one respect. He writes in longhand!

You have to see his copy to believe it. It's all quite clear, right down to the final period—once you get it deciphered and set up in recognizable arabic letters. Take this month's review of the feature film, *Hindu Family*, which appears in his department.

We were transcribing the review, not bothering at the moment with content but concentrating on the single job of getting the copy into our handwriting, which, incidentally, causes us no difficulty. Intent upon our job, we had gone through two complete paragraphs before we realized that something was wrong. When we checked back to the beginning of the paragraph, this is what we read:

"The film opens with a slap at India and lambasts the hero of the story that follows. Gargoyle, the village elephant's daughter, at the age of four weeks, is preparing for her marriage. She delights her farmer teacher, and we have an opportunity to see an Indian squirrel in action. Gargoyle visits tramps in the village to see about the wedding broccoli, the bride's spam, and the earthworms for the wedding feast. . ."

The earthworms did it. We typed the review as quickly as we could and put it in the mail with a note requesting Hartley to do his own editing. What he actually wrote appears on page 342. Frankly, the editor and his secretarial assistant



were a little disappointed. You have to admit that there isn't much humor in the material we read and publish in *Social Education*.

#### WHY NOT?

WHICH reminds us of something we have had on our mind for some time. Doesn't anything funny every happen to, or in the presence of, teachers who are members of the National Council for the Social Studies? Quite frankly, from the editor's chair education seems to be mighty grim and serious business, unleavened by any of the lighter touches that bring spice and color into the lives of other people. In

every issue of *Social Education* there are spaces to be filled. Perhaps some of our readers could help us with a brief note or two about an interesting or humorous experience he has enjoyed.

We will also welcome 300-400 word reports on classroom projects. Send us the outline. We'll polish it, if it needs any polish, and get it into print.

An excellent example of what we have in mind is the following description of a project carried on in a junior high school in New Jersey. This model of reporting was written by Florence Bushinsky and was forwarded to us by Franklin P. Buckman, Supervisor of Social Studies.

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### JUNIOR HIGH SCHOOL STUDENTS REGISTER AND VOTE

By Florence Bushinsky, Linden, New Jersey

A TIMELY and educational school-wide project, which gave every student the opportunity to operate a regulation voting machine, was conducted at the Linden, New Jersey, Junior High School. Students voted for President and Vice President, United States Senator, and United States Congressman. The project was directed by Mrs. Madeline Baxter, United States history teacher.

Capitalizing on the interest and enthusiasm shown by the students for the 1952 elections, all the teachers of United States history cooperated by stressing the importance of voting in a democracy in regular classroom work. A sample voting machine was used to teach the students the mechanics of a voting machine. Each student had to "register" to be eligible to "vote." This "registration" was done in the history classroom.

An assembly program was presented to the entire school on the day before "Election Day." The program consisted of an account of the national conventions, short biographies of the leading candidates and excerpts from their acceptance speeches, a discussion of campaign issues, and a short skit depicting a voting scene in an Iron Curtain country.

On "Election Day," the Union County Board of Elections furnished a voting machine, the cost of its transportation being underwritten by the Linden Kiwanis Club.

Students acted as officials at the poll. Each voter's "registration" was checked before entering the booth. Every detail of the election was as authentic as possible. The students seemed impressed with the responsibility of voting and the importance of their decisions.

The school principal, the city supervisor of Social Studies, and all participating teachers felt that desirable results had been achieved, the least significant being the ability to use a mechanical voting machine. Less tangible but hoped-for results were development of a positive attitude towards registration and voting, the ability to vote on the basis of reason rather than emotion, and an awareness of individual responsibility as a future citizen in a democracy.

The final tally indicated that the students had voted for the man, rather than the party; the Republican candidates winning in the contests for the Presidency and for the United States House of Representatives, and the Democratic candidate winning in the contest for the United States Senate.



# Recent Supreme Court Decisions: The State, The Teacher and Subversive Activity

Isidore Starr

EVERY educator—be he superintendent of schools, supervisor, administrator or teacher—is vitally involved in the implications of the recent Supreme Court ruling upholding the constitutionality of the New York State Feinberg Law. For this case *Adler et al. v. Board of Education of the City of New York*, (342 U.S. 485—1952), not only makes available to all states a judicially approved procedure for the removal of Communist and other subversive teachers from the public schools. It goes one step further by spelling out the fundamental relationship of the public school teacher to his employer, the state. It is a sweeping decision and is deserving of the most careful study and analysis by everyone interested in the public schools of our country, "the cradle of our democracy."

The Feinberg Law (Sec. 3022 of the Education Law) was passed with the express purpose of strengthening two existing anti-subversive measures. In 1917 New York State had enacted Sec. 3021 of the Education Law which provided for the removal of any public school employee who engaged in "treasonable or seditious" acts or utterances.<sup>1</sup> Twenty-two years later Sec. 12-a of the New York Civil Service Law (The Devany Law) was passed in order to disqualify from the civil service and the education system anyone who

advocated, or who was a member of any organization which advocated, the overthrow of the Federal or state governments by force, violence or any unlawful means. Provision was made for a hearing in open court, the taking of testimony and opportunity for cross-examination. The burden of sustaining the dismissal was placed upon the person making the removal. According to Justice Frankfurter's dissenting opinion, no proceedings were ever taken under these two laws.

## THE FEINBERG LAW

THEN, in 1949, the Feinberg Law was passed. It begins with a lengthy preamble stating that, despite existing legislation, members of subversive groups, particularly the Communist Party and its affiliated organizations, have infiltrated into the school system. In order to prevent the dissemination of subversive propaganda among children of tender years, the Law sets up a series of directives for the Board of Regents, the agency in charge of the state public school system. First, the Board is required to promulgate and enforce rules for the removal of superintendents of schools, teachers and other school employees who violate Section 3021 of the Education Law and Section 12-a of the Civil Service Law. Then, "after inquiry, and after such notice and hearing as may be appropriate," the Board must issue a list of subversive organizations—those that advocate, advise, teach or embrace the doctrine that the Government of the United States or of any state shall be overthrown by force, violence or unlawful means. Federal lists may be utilized for this purpose, and the listing may be revised from time to time. Membership in any of these organizations is to "constitute prima facie evidence of disqualification for appointment to or retention in any office or position in the public schools of

As in previous years, the author has generously consented to prepare a series of brief reviews of recent Supreme Court decisions. Subsequent articles will deal with the church and state and with the steel seizure controversy.

Readers will be interested in knowing that Dr. Starr is the author of *Human Rights in the United States* (New York: Oxford Book Company, 1951), a summary of recent Supreme Court decisions, bearing on the rights of individuals. A social studies teacher at Brooklyn (N.Y.) Technical High School, Dr. Starr has just received a John Hay Fellowship in The Humanities for advanced study at Columbia University.

<sup>1</sup> The Supreme Court refused to rule on the constitutionality of Sec. 3021 of the Education Law because its validity had not been questioned in the lower courts.

the state."<sup>2</sup> Lastly, the Board is required to report annually to the legislature on the means taken for the enforcement of the Law.

Two court actions were immediately instituted against the Law. Its opponents argued that it was a bill of attainder<sup>3</sup> and an ex post facto law. They also charged that the word "subversive" was vague. But the main contention was that it represented an abridgment of freedom of speech and assembly as guaranteed by the due process clause of the Fourteenth Amendment. And, in addition, it was pointed out that making membership in an organization listed as subversive an automatic ground for dismissal was a denial of procedural due process.

The opponents of the law triumphed in the Supreme Court of New York State, but they lost in all the appellate courts. The case that reached the United States Supreme Court was an action seeking a declaratory judgment stating that the Feinberg Law and Section 12-a of the Civil Service Law are unconstitutional violations of the due process clause of the Fourteenth Amendment, and enjoining the Board of Education of New York City from proceeding under it.

#### THE SUPREME COURT DECISION

**J**USTICE MINTON wrote the majority opinion of the Court—it was a 6-3 decision—sustaining the Law as a constitutional exercise of the state's police power "to protect the schools from pollution and thereby to defend its own existence." The very heart of the majority's reasoning is set forth in the following paragraph:

... A teacher works in a sensitive area in a schoolroom. There he shapes the attitude of young minds towards the society in which they live. In this, the state has a vital concern. It must preserve the integrity of the schools. That the school authorities have the right and the duty to screen the officials, teachers, and employees as to their fitness to maintain the integrity of the schools as a part of ordered society, cannot be doubted. One's associates, past and present, as well as one's conduct, may properly be considered in determining fitness and loyalty. From time immemorial, one's reputation has been determined in part by the company he keeps. In the employment of officials and teachers of the school system, the state may properly inquire into the company they keep, and we know of no rule, constitutional or otherwise, that prevents

<sup>2</sup> In July, 1949, the Regents adopted Rules providing for a fair trial, representation by counsel and judicial review. In addition, members of subversive organizations were given a ten-day "escape period" after the promulgation of the list of proscribed organizations to permit unwitting members to resign in good faith.

<sup>3</sup> For a discussion of the bill of attainder aspect of this case, see Alison Reppy, *Civil Rights in the United States*. New York: Central Book Company, Inc., 1951. pp. 52-54.

the state, when determining the fitness and loyalty of such persons, from considering the organizations and persons with whom they associate.

With this as their basic tenet, the majority finds no constitutional infirmity in the Law. Since a state has the right to impose "reasonable terms" on its educational employees, New York has the power of denying jobs in its school system to those who advocate or belong to organizations that advocate the overthrow of the government by force, violence or unlawful means. There is no abridgment of expression and assembly, because those who refuse to work for New York State under the terms of the Feinberg Law can "go elsewhere" and exercise their right to "assemble, think and believe as they will." Justice Minton expresses it this way:

If, under the procedure set up in the New York law, a person is found to be unfit and is disqualified from employment in the public school system because of membership in a listed organization, he is not thereby denied the right of free speech and assembly. His freedom of choice between membership in the organization and employment in the school system might be limited, but not his freedom of speech and assembly, except in the remote sense that limitation is inherent in every choice.

Having disposed of the first argument against the Law—that it abridged freedom of speech and assembly—the majority opinion proceeds to examine the criticism relating to the regulation that membership in any organization listed by the Board of Regents shall constitute prima facie evidence of disqualification for a position in the education system. This, it was argued, was a denial of due process of law for, the fact that an organization is declared subversive is not reasonable grounds for presuming that a member of that organization is not qualified for employment in the schools.

Justice Minton's answer is that the law of evidence is full of such presumptions. Certainly a legislative finding that a member of a subversive organization is presumed to support the subversive doctrine that the organization stands for, is a reasonable presumption to make. Furthermore, this presumption is rebuttable, for the person against whom it arises has full opportunity to refute it at a hearing. And if he fails to convince the officials in charge of the hearing, he can appeal to the courts.

As for the third argument advanced against the Law—that the word "subversive" is vague and indefinite—the Court answered that it had a very definite meaning in the Law. It meant an organization that taught or advocated the overthrow of the government by force or violence.

On the basis of this reasoning, the Feinberg Law and Sec. 12-a of the Civil Service Law were declared constitutional.

#### DISSENTING OPINIONS

**JUSTICES FRANKFURTER**, Black and Douglas wrote dissenting opinions. The former posed the technical point that the Court should avoid "constitutional adjudications on merely abstract or speculative issues," and should deal only with actual controversies. Since none of the defendants has as yet been damaged by the Law, the Court should have rejected the case.

Justice Black finds the Feinberg Law "another of those rapidly multiplying legislative enactments which make it dangerous—this time for school teachers—to think or say anything except what a transient majority happen to approve at the moment." The ultimate result of such a governmental policy will be to "mould people into a common intellectual pattern." He goes on to say:

... Quite a different governmental policy rests on the belief that government should leave the mind and spirit of man absolutely free. This policy of freedom is in my judgment embodied in the First Amendment and made applicable to the states by the Fourteenth. Because of this policy public officials cannot be constitutionally vested with powers to select the ideas people can think about, censor the public views they can express, or choose the persons or groups people can associate with. Public officials with such powers are not public servants; they are public masters.

The dissent of Justice Douglas, concurred in by Justice Black, is one of his sharpest and most vigorous opinions in recent years. It is not only a severe indictment of the Feinberg Law and the complete antithesis of the reasoning advanced by the majority of the Court. It is, in addition, a stirring plea for "freedom of thought and expression for everyone in our society." All are entitled to these rights, says Justice Douglas, and "none needs it more than the teacher."

The Law is condemned on several grounds. It reduces education employees to "the category of second class citizens." It proceeds on the repugnant principle of guilt by association. It keeps the censorious eye constantly peering "over the teacher's shoulder." It stifles academic freedom and encourages "supineness and dogmatism." In short, the Feinberg Law represents a most serious violation of the First and Fourteenth Amendments.

Justice Douglas criticizes particularly the regulation which makes membership in listed subversive organization *prima facie* cause for dismissal. True, an accused teacher is permitted a hearing to dispel the charge of disloyalty. But, this is, at

best, a feeble gesture because the accused cannot rebut the charge that the listed organization is subversive. All that he can do is to plead ignorance of the subversive purpose of the association. And, warns the Justice, "when the witch hunt is on, one who must rely on ignorance leans on a feeble reed."

This dissent is studded with many sharply-etched arguments and eloquently-worded passages. Perhaps the following excerpts will convey some of the feeling and spirit that flowed into its writing.

The law inevitably turns the school system into a spying project. Regular loyalty reports on the teachers must be made out. The principals become detectives; the students, the parents, the community become informers. Ears are cocked for tell-tale signs of disloyalty. The prejudices of the community come into play in searching out the disloyal. This is not the usual type of supervision which checks a teacher's competence; it is a system which searches for hidden meanings in a teacher's utterances. . . .

What happens under this law is typical of what happens in a police state. Teachers are under constant surveillance; their pasts are combed for signs of disloyalty; their utterances are watched for clues to dangerous thoughts. A pall is cast over the classroom. There can be no academic freedom in that environment. Where suspicion fills the air and holds scholars in line for fear of their jobs, there can be no exercise of the free intellect. . . . A 'party line'—as dangerous as the 'party line' of the Communists—lays hold. It is the 'party line' of the orthodox view, of the conventional thought, of the accepted approach. A problem can no longer be pursued to its edges. Fear stalks the classroom. The teacher is no longer a stimulant to adventurous thinking; she becomes instead a pipe line for safe and sound information. A deadening dogma takes the place of free inquiry. Instruction tends to become sterile; pursuit of knowledge is discouraged; discussion often leaves off where it should begin. . . . This system of spying and surveillance with its accompanying reports and trials cannot go hand in hand with academic freedom. It produces standardized thought, not the pursuit of truth. Yet it was the pursuit of truth which the First Amendment was designed to protect. . . . We need be bold and adventuresome in our thinking to survive. A school system producing students trained as robots threatens to rob a generation of the versatility that has been perhaps our greatest distinction. The Framers knew the dangers of dogmatism; they also knew the strength that comes when the mind is free, when ideas may be pursued wherever they may lead. We forget these teachings of the First Amendment when we sustain this law. . . . So long as she (the teacher) is a law-abiding citizen, so long as her performance within the public school system meets professional standards, her private life, her political philosophy, her social creed should not be the cause of reprisals against her.

On occasion Justices of the Court have reminded the American people that they must not confuse the constitutionality of a law with its wisdom. Sincerity and conviction are found on both sides of the Feinberg Law controversy. How-

(Continued on page 328)



# Social Studies in the Curriculum

William B. Fink and Millicent Haines

A YEAR ago a subcommittee of the National Council's Curriculum Committee surveyed the recent literature of the social studies. This committee found that, despite the tensions in our society and the consequent attacks on the public schools, curriculum activity was vigorous.<sup>1</sup> Events of the past year indicate that our age of anxiety will continue for some time. However, there are signs that the friends of public education are now better organized to repel unfair and vicious charges. Curriculum workers have accepted the problems of living in an uneasy world as a challenge to the schools. Teacher guides, books, and articles are appearing at a steady rate.

## GENERAL CURRICULUM MATERIALS

H. L. CASWELL summarizes "Postwar Trends in Curriculum Development"<sup>2</sup> under two headings; trends relating to organization and content, and trends relating to procedures of curriculum development. He emphasizes the growth of core curriculum which was reported in use in 800 schools in 1950. In addition, there is mentioned increased attention to education for citizenship, concern for mental health, and attack upon intergroup problems. In regard to procedures in curriculum construction, the individual school and the particular teacher working with his own pupils have been supplanting a state-wide or city-wide approach. Increased opportunity has been provided for lay participation in curriculum development. *Review of Educational Research* for June, 1951, summarizes studies on "The Curriculum: Learning and Teaching"<sup>3</sup> between June, 1948 and June, 1951. These studies were completed previous to the period covered by this article, but form an important background for tracing the antecedents of current thought on curriculum.

A "must" volume for teachers engaged in cur-

riculum study is *The Teacher and Curriculum Planning*.<sup>4</sup> This pocket-sized book is pure uranium. The author sets down sixty-two principles to guide curriculum work in the schools, and briefly explains them with examples and cartoons. The key role of the teacher in curriculum planning is constantly emphasized. Harold Spears advances no particular theory or doctrine. His volume reflects the point of view of a practical educator who is working at the school level, trying to improve instruction in the classroom. Few would quarrel with any of the sixty-two principles. How much trouble could be avoided by following number forty-four! "A change in the curriculum may be right, but to make it may be wrong."

The 1951 yearbook of the Association for Supervision and Curriculum Development, *Action for Curriculum Improvement*,<sup>5</sup> is a useful manual for those working in this field. It considers all phases of the problem of changing the curriculum. The underlying emphasis of the book is on the problem-centered approach. The individual school building is regarded as the main unit for curriculum activity. The development of warm human relationships is considered an obligation of leadership, and attention is called to the necessity of bringing lay citizens into planning. The ASCD members who prepared this volume find a weakness in the area of evaluating curriculum improvement programs.

The literature of the core curriculum continues to be voluminous. A handy book for administrators and teachers is *Developing the Core Curriculum*<sup>6</sup> by Roland C. Faunce and Nelson L.

<sup>1</sup> William B. Fink and Dorothy McClure Fraser, "Social Studies in the Curriculum," *Social Education*, 15:360-64; December, 1951.

<sup>2</sup> H. L. Caswell, "Postwar Trends in Curriculum Development," *National Education Association Journal*, 41: 93-95; February, 1952.

<sup>3</sup> "The Curriculum: Learning and Teaching," *Review of Educational Research*, June, 1951.

<sup>4</sup> Harold Spears. *The Teacher and Curriculum Planning*. New York: Prentice-Hall, 1951. 163 p. \$1.65.

<sup>5</sup> Association for Supervision and Curriculum Development. *Action for Curriculum Improvement*. Washington, D.C.: National Education Association, 1951. 246 p. \$3.50.

<sup>6</sup> Roland C. Faunce and Nelson L. Bossing. *Developing the Core Curriculum*. New York: Prentice-Hall, 1951. 311 p. \$5.00.

This article was prepared at the request of the National Council's Curriculum Committee. Miss Haines is a member of the staff of Milne School, State College for Teachers in Albany, New York. Mr. Fink is supervisor of social studies in Plainfield, New Jersey.

Bossing. The first five chapters lay the philosophical and educational bases for this type program, while the remaining material is practical in nature. The authors favor the extension of the core from the kindergarten through the secondary level, and believe that, "The purposes of the core curriculum represent basically, the challenges that world conditions and the nature of learning present to education today." A different approach to the study of the core is *Social Living in the Curriculum*.<sup>7</sup> Henry Harap spent one day in each of a number of classes practicing this program. In this booklet he reports on his visits and critically examines the situations he observed at each of the twelve grade levels. Harap's picture of the social living program is generally favorable, but points up a number of weaknesses. His observations indicate that it is difficult to integrate some areas with the core, and that teacher-pupil planning is more written about than practiced. Some critics would question whether the author's visits were extended enough to justify completely the conclusions, comments, and interpretations that are made.

Most social studies teachers are aware of their obligation to improve the human relations within their classrooms. However, how to determine pupil needs and interests in this area may be a problem. Real help comes in *Diagnosing Human Relations Needs*.<sup>8</sup> Members of the staff of the Center for Intergroup Education of the University of Chicago describe six instruments they used most frequently in their experimental programs in many different schools: diaries, parent interviews, participation schedules, sociometric procedures, open questions, and teacher logs. Specific details describe methods of using the instrument, tabulating the results, analyzing the data, and drawing conclusions. Proper use of these six devices would suggest improved teaching procedures for most teachers.

A very helpful framework for curriculum building is provided by the Wisconsin Cooperative Educational Planning Program.<sup>9</sup> After discussing

criteria for curriculum building, the bulletin offers in chart form, the growth characteristics of junior high youth, the task the pupil faces, and what the school can do. These charts are developed in considerable detail and should prove a very valuable summary for any faculty embarking on curriculum study. In addition, there is a section of illustrative resource material using the problems approach to the common learnings. Other sections of the bulletin consider the role of the administrator and the role of the faculty in a problems curriculum. From the same source, a similar bulletin will be forthcoming on senior high curriculum.

#### GENERAL SOCIAL STUDIES MATERIAL

THE National Council's twenty-first yearbook, *The Teaching of Contemporary Affairs*,<sup>10</sup> is a contribution to the literature. "Contemporary Affairs," are interpreted in a broad sense and are not viewed as ends in themselves, but as means toward building better citizenship. This volume has more unity than most yearbooks. In chapter one, Howard Cummings outlines the characteristics of a citizen who is able to contribute to the formation of sound public opinion. This is the keynote of the volume and other contributors repeatedly refer to it. Part One, "Education and the Improvement of Public Opinion," lays the theoretical background. Other sections deal with contemporary affairs at the elementary, secondary, and junior college levels, with available materials, and with problems involved in the teaching of current affairs. Noteworthy is an attempt by Herbert Hyman and Paul Sheatsley of the staff of the National Opinion Research Center to assess the current status of American public opinion through the use of public opinion poll data.

Ole Sand investigated continuity and sequence in eight social studies curriculum guides for grades one through twelve.<sup>11</sup> In four of these school systems he followed this up with classroom observations and teacher interviews. He found that these teachers were trying sincerely to carry out the organizational elements set forth in the curriculum guides. These guides, however, were lacking in really useful organizational principles or structure. Sand set up criteria to determine

<sup>7</sup> Henry Harap. *Social Living in the Curriculum: A Critical Study of the Core in Action in Grades One through Twelve*. Nashville, Tennessee: Division of Surveys and Field Services, George Peabody College for Teachers, 1952. 134 p. \$1.00.

<sup>8</sup> Hilda Taba, Elizabeth Hall Brady, John T. Robinson, William E. Vickery. *Diagnosing Human Relations Needs*. Washington, D.C.: American Council on Education, 1951. 155 p. \$1.75.

<sup>9</sup> Wisconsin Cooperative Educational Planning Program. *Guides to Curriculum Building, Junior High Level*. Bulletin No. 12. Madison: State Department of Public Instruction, January 1950.

<sup>10</sup> John C. Payne, Ed. *The Teaching of Contemporary Affairs*. Twenty-first Yearbook of the National Council for the Social Studies, 1950. Washington, D.C.: National Council for the Social Studies, 1951. Paper-bound \$2.50; cloth-bound \$3.00.

<sup>11</sup> Ole P. Sand. "Continuity and Sequence in Social Studies Curriculums." *Journal of Educational Research*, 44: 561-73; April, 1951.

whether sequence was provided in the guides. He concludes that curriculum workers have formulated theories about objectives, the selection of appropriate learning experiences, and evaluation. Theories about principles and structure of organization, particularly to provide needed sequence, are the next job that should be attacked.

H. H. Visser defines conservation as the wisest possible use of all our resources for the permanent good of all the people.<sup>12</sup> Among his suggestions for strengthening conservation education, the following relate to curriculum planning:

Motivate conservation education as practical and ethical responsibility, rather than using an emotional appeal.

Emphasize the role of an individual in conservation.

Stress economic and cultural aspects of wise use of resources.

Include educative experiences for adults as well as for children and youth.

Relate learning experiences to the central theme of conservation and to major educational objectives.

Make adequate and effective use of direct study in the field.

#### ELEMENTARY AND SECONDARY SOCIAL STUDIES MATERIALS

THE strength of *Elementary Social Studies Instruction*<sup>13</sup> lies in its wealth of examples to demonstrate classroom practices. The authors lay down no organized framework of principles to guide curriculum planners. However, it is clear that they favor the social living, or core, type of program based on significant life situations. Maurice Moffatt and Hazel Howell advocate the type of unit which trains elementary youngsters in problem-solving techniques. An excellent pamphlet of promising practices used by Wisconsin elementary teachers is, *I Did It This Way*.<sup>14</sup> These practical experiences are described under such headings as: the problems approach, pupil-teacher planning, and students' problems.

A new secondary methods text has appeared. *Social Studies in the Secondary School*<sup>15</sup> was designed as a practical book. It is most likely to help student teachers and beginning teachers. No matter what the social studies organization may be,

<sup>12</sup> H. H. Visser. "Conservation Education Through the Social Studies." *Journal of Geography*, 51: 89-96; March, 1952.

<sup>13</sup> Maurice P. Moffatt and Hazel W. Howell. *Elementary Social Studies Instruction*. New York and Toronto: Longmans, Green and Company, 1952. 486 p. \$4.25.

<sup>14</sup> Wisconsin Cooperative Educational Planning Program. *I Did It This Way*. Social Studies Bulletin No. 3, Curriculum Bulletin No. 14. Madison: May, 1951. 76 p.

<sup>15</sup> Clarence D. Sanford and Eugene Cottle. *Social Studies in the Secondary School*. New York: McGraw-Hill Book Company, 1952. 376 p. \$4.25.

the authors feel that certain topics must be adequately treated. They list: the role of the United Nations in world affairs, capital and labor, marriage and family life, race relations in America today, and juvenile delinquency. This work is rich in examples, although most of them seem to involve pupils of superior ability.

It generally has been conceded that the schools are not doing the job that they should be doing in the field of economic education. This opinion is substantiated by *A Survey of Economic Education*,<sup>16</sup> published by the Brookings Institution. The survey includes all agencies engaged in economic education. It is disappointingly brief in its study of secondary schools. However, there seems to be little reason to question the general accuracy of its conclusions; that less than 5 percent of all high school students take the equivalent of a semester course in economics; that texts tend to deal with economic life in abstract terms; that teacher preparation in this field is usually inadequate.

The Pennsylvania Department of Public Instruction states that its secondary social studies guide sets up a framework of "Life-centered, community-related, and world-oriented social education."<sup>17</sup> The assignment of areas to grade levels is as follows:

*Seventh*—Learning to Live with Others at School, at Home, and with our World Neighbors in Europe; Asia and Africa.

*Eighth*—Our American Heritage: The History of the Development of Our Nation and of Our Democratic Government.

*Ninth*—Learning to Live Together through a Study of Pennsylvania, its Geography, History and Government in a National and World Setting.

*Tenth*—Our World Heritage: The History of the Progress of Mankind and its Influence upon Our Living Today.

*Eleventh*—Democratic and Industrial America in a World Setting.

*Twelfth*—Problems of Democracy.

How these areas were decided upon is not explained. The units within each year's area are developed to varying degrees. Some units include only a brief listing of content, objectives and activities. Others include pretests, bibliography, and motion picture and filmstrip lists.

In companion articles on "World History: The

(Continued on page 318)

<sup>16</sup> C. W. McKee and H. G. Moulton. *A Survey of Economic Education*. Washington, D.C.: The Brookings Institution, 1951. 63 p. 50 cents.

<sup>17</sup> Pennsylvania Department of Public Instruction. *Courses of Study in the Social Studies for Secondary Schools*. Harrisburg: 1951.



# The Social Sciences and History

René Albrecht-Carrié

PERHAPS I may be allowed to look at things from a somewhat different angle, possibly on the margin of the subject, but not, I believe, less important or relevant.<sup>1</sup>

On the score of the relationship between history and the social sciences, or whether history belongs with the social sciences, or had better be regarded as a distinct discipline, I should not wish to raise an issue, I am quite content to regard the social sciences as those disciplines which deal with man as a social animal or with the collectivity that is society. Under such a description, history must obviously be included. It seems clear, also, that history—define it as the record of the past or as the study of change in humanity—is an all-inclusive endeavor that will draw upon other social sciences for its purposes.

## REASONING BY ANALOGY

WE HAVE all, I am sure, come across the suggestion that the government ought to appropriate a couple of billion dollars for the social sciences, matching in some measure the vast expenditures it has made in fostering physical science. The more sanguine proponents of such an investment say, or at least imply, that since the investment in physics produced the atomic bomb, a similar endowment of social science would result in a comparably effective blueprint for the operation of the United Nations.

I shall not attempt to disentangle the fallacious assumptions that underlie such reasoning, but I am interested in the fact that, without putting it in such extreme form as I just have, the belief is widespread that support of the social sciences will result in highly useful contributions toward the solution of the problems that beset present-day society. I am interested in this because it reveals

the persistence of a reasoning by analogy of which the phrase social science itself is an example. Auguste Comte contributed to this confusion, but the blame for it should not be laid at his door; the *Académie des Sciences morales et politiques*, French version of social science, antedates Comte. And Marx, we must not forget, invented "scientific" socialism. It all goes back to the truly magnificent development which, beginning in the Renaissance, came to flower in the eighteenth century and of which the Newtonian synthesis is the most elegant illustration.

It should be emphasized perhaps that science, unqualified by any such descriptive adjunct as social or other, is a historically new phenomenon, of quite recent occurrence and without real precedent in the past—allowing for the short-lived Greek phenomenon. It is not surprising that so startling a novelty, especially in view of the results obtained, should have captured the imagination and caused the former faith to have become transferred to reason. The application of the rational faculty to the data of observation seemed to hold unlimited possibilities. Reason plus experiment could lead mankind to the millennium. Why should not the processes and methods which had yielded the key to the mechanical universe be applied to the study of man and of society?

Leaving aside the perhaps naive article of faith in the unlimited possibilities of human reason, what seems to be worth stressing is the above indicated fallacy of reasoning by analogy which the phrase social science implies. At its best, the phrase is an expression of hope to emulate in their achievements those of science unqualified; at its worst, it is a pretense to be what they are not and an attempt to capitalize on the prestige of Science. To be sure, one could establish a gradation among intellectual disciplines on the basis of the exactness and effective applicability of their results, ranging all the way from mathematics at one end of the scale to history at the other end. But, oversimplifying somewhat, the broad fact remains that it is the physical and

<sup>1</sup> The other papers read at this session had laid stress on the contributions that other social sciences and their techniques could make to history.

natural sciences that have remade our world and our society, not the social sciences. The latter, for all their very substantial and very respectable accomplishments, are still essentially in the pre- or pseudo-scientific stage. What their future may be, I should not venture to predict.

#### DISTINCTIONS

THIS, be it understood, is not meant as disparagement of the so-called social sciences. I am rather interested in distinction and clarification, and, with this in mind, I should like to look further into the sources of this distinction between "social" and other science. The key to the difference seems to me to lie in the difference between simplicity and complexity. It may seem strange to many, yet it is essentially true that mathematics, for example, is basically simple—note that I do not say necessarily easy, but simple. And so likewise in general is exact or pure science. By contrast, history and the social sciences are generally and fundamentally complex. Some illustrations may serve to clarify this point.

I like to refer on one side to the well known story of Galileo's experiment on the tower of Pisa. Never mind that the story may be apocryphal, for the point is valid of the experiments leading to the discovery of the law of gravitation. In dropping those pebbles, it mattered little what their chemical composition was or whether they were regarded as the solid impenetrable lumps that the eye reveals, or as made up of minute particles, themselves consisting of diminutive solar systems made up in turn of fast moving bits of energy with mostly empty space between them. Subsequent discoveries about the structure of matter have not invalidated Galileo's experiments, for the simple reason that they are extraneous to his investigations and can therefore be ignored. What is significant here is the fact that it is possible to deal with an isolated aspect of reality and that the method of proceeding yields significant, valid, and applicable knowledge. Similarly, the biologist conducting an experiment in his test tubes will seek first of all to *control* this experiment, meaning by this that he will isolate certain aspects of the problem, keeping others as fixed or unchanging constants that will not affect his present observations. These constants will in turn be dealt with separately and the effect observed of their being made variable. The possibility of dealing with discrete aspects of reality in isolation from others is one of the keys, if not the key, to the success of science.

Note, in passing, the very great achievements

in the field of medicine, but note also that the practice of the physician dealing with an ailing patient, dealing that is with a multitude of simultaneously operating unknowns, is art as much as science. Physicians have been known to make blunders of interpretation, and we speak quite properly of the "art" of the physician.

HOW do things stand with our social sciences? Let me take an illustration again. Suppose I wish to investigate the connection between the settlements that followed World War I and the economic crisis of the nineteen thirties. It will be easy enough to talk about the economic absurdity of the attempt to collect vast reparations in cash from Germany. But will the results of this single line of approach be very meaningful unless the role of America, for one, in world economy is taken into account? Not only that, but the central fact of Germany's economic growth, the nature and rate of that growth, prior to 1914 must be borne in mind. Worse still, the psychological conditions that made economic absurdities, even when recognized as such by some, political necessities, must not be forgotten in my analysis.

I can indeed make the statement: if Germany does not establish an adequately large favorable balance of trade, then she cannot in the long term discharge her obligations. Without even going into the complicating factor that such a statement involves certain assumptions about the nature of a set of economic relationships, but granting these assumptions for the sake of simplicity, the statement may be said to be "true," but of very limited use either as a guide to understanding what happened and why it happened, or even as a guide for future action.

The above statement provides another illustration of the sort of difficulty that besets economics. The widespread predictions of the course of the American economy upon the termination of hostilities in 1945 turned out to have been incorrect. This does not mean that the reasoning of economists was wrong. It was for the most part quite sound and logically consistent, on the if-then sort of basis. Not the logic, but the premises were unsound, or, better, incomplete. The same may be said of the demonstrations on economic grounds that a major war in 1914 was an impossibility, or at most could only be of very short duration. Certain factors had been left out of the calculations and the results may have been "true," yet invalid in the domain of existing reality.

My illustrations might just as well have been

drawn from psychology as from economics, for all that one great university at least has included psychology under the pure science rubric, or from other among the social sciences. I have used them to illustrate the point I made earlier when I spoke of the difference between simplicity and complexity as an explanation for the difference that obtains between science and the social sciences.

#### THE ROLE OF HISTORY

WHAT shall be said of history in this context? Professor Gottschalk has made the statement that "history is three-dimensional. It partakes of the nature of science, art, and philosophy" (*Understanding History*, p. vii). This is a balanced statement, but perhaps it is worth emphasizing the second of these three dimensions. Like other disciplines, history too, dazzled by the success of science, entertained the vision of becoming scientific. Ranke spoke of reconstructing the past *wie es eigentlich gewesen*. Such ambition we may now regard as naive. It should not be forgotten that it represents a very high, if unattainable, ideal, expressing as it does high regard for truth and objectivity. Nor should we minimize the great debt we owe, as historians, to the example of German scholarship. It is indeed sound and proper practice that our Ph.D.'s should be required to meet the test of scholarship.

Historians will not go back on this to the advocacy of an impressionistic type of approach, but will rather draw evermore upon the findings and techniques of other social sciences, not even forgetting public opinion polls and Kinsey reports. But the capital fact remains that scholarship, indispensable and praiseworthy though it is, remains a technique and a tool. Many a meritorious doctoral dissertation remains a preliminary cataloguing and collation of raw material. I, for one, have no qualms in recommending to students in history the reading of such books as Hope Muntz's *The Golden Warrior* or Arthur Koestler's *Darkness at Noon*.

When we come to the task of reconstruction, or as some would prefer to say, interpretation, we escape from the scientific domain. Yet this task remains the best, the most valuable, or at least the most interesting and stimulating aspect of the historian's craft. From this state of affairs I see no escape, nor indeed any necessity of escape, and I should be content with the simple recognition and acceptance of the situation. That is why there is no hope of achieving in history the sort of consensus so common in science and why,

therefore, each generation proceeds to rewrite history in the light of the prevailing *zeitgeist*. Were there time, it would be enlightening to consider the literature which has developed around the issue of the origins of World War I and the related one of responsibility—personal or national—for its outbreak. On the basis of the same set of events and of the same body of information, a perceptible shift has been taking place away from the revisionist approach so well exemplified in Professor Fay's noted work. Some of the sessions of our present convention have been quite enlightening in this respect.

Nor is it a case of lack of information limiting the task of reconstruction and understanding, though this is still a factor at times. Indeed our present devotion to the preservation of multi-copied records is causing us to run into the opposite difficulty of how to digest a plethora of material. This is a place, in passing, where historians will find themselves resorting to techniques and methods of other disciplines. They may even press into service the resources of the I.B.M. The task of the historian is doubtless becoming more complex and taxing, in the mechanical sense at least, but I venture to express doubts about any great improvement in the results of future history.

PERHAPS I may be allowed in closing to touch upon one more point. The question may be raised of what use such a discipline as history may be. We are living in a practical age and in the land that has bestowed pragmatism to the world as a philosophy. Economics and psychology find little difficulty in justifying themselves, whether in peace or war, but the case of history may seem other.

In so far as historians may seek to justify their craft and their existence on the basis of utilitarian considerations I think their case a weak one. To be sure a knowledge of the Russian people, or any other people, will be useful in dealing with them, but language and literature will probably do as well for this purpose. The value of a knowledge of the past as a guide to future action is questionable; no doubt the same causes produce the same effects, but we do not need history to establish this principle. If anything, history should teach the negative lesson that the complexity of situations militates against the exact repetition of any one set of circumstances. In some respects, there are even advantages in an open-minded approach instead of one too heavily conditioned by too much knowl-



edge and contemplation of the past.

At this level I should prefer frankly to recognize and advocate the "uselessness" of history. And this indeed I consider an asset, for I should put this uselessness in the same category with the uselessness of art. Or if not art, of knowledge for its own sake and the contemplation thereof. Our physicists are not primarily concerned with the making of atomic bombs, or of pieces of machinery; these are, in the last analysis, incidental by-products of their activity for which many of them have little interest or liking. It will indeed be a sad day for physics and for physicists if the pursuit of such ends should become the core of their activity at the expense

of the initial impulse of the pursuit of knowledge for its own sake.

History enjoys an advantage here, for there seems little prospect that historians will compete with physicists along the lines of practical endeavor. It is generally considered, and rightly so, the part of proper education to provide some understanding of the scientific accomplishments of our day. But there is an older tradition, weakened but not invalidated, that the humanities provided the best formative mold for the human mind. For this, while recognizing to the full the new and rapidly changing world in which we live, I believe that history and historians, without apology, can stand.

### SOCIAL STUDIES IN THE CURRICULUM

(Continued from page 314)

Problem of Content"<sup>18</sup> two college professors make recommendations about the high school course. Geoffrey Bruun believes that in the past we have overplayed intellectual, artistic and literary phases in world history. Instead, he urges more adequate treatment of such topics as music, mathematics, science and technology, population patterns and movements, transportation, communication and physical geography. What both authors envision is history that is most relevant and useful for young Americans today, with greater emphasis on recent centuries and on the roots of contemporary society. As an example, Goldwin Smith deplores the stress in the medieval period upon: western as compared to eastern Europe, northern as compared to southern Europe, feudalism and Gothic architecture as compared to the technological and economic advances. He also doubts the value of dynastic controversies. He suggests minimizing the events of the Renaissance in favor of more attention to the commercial revolution and its results. Also, Professor Smith feels that the personalities of the Reformation are far less important in high school world history than the political and economic background and results.

"Meeting the Need,"<sup>19</sup> describes an evolving program in tenth year social studies for a class with an I.Q. range of 66 to 101. The school is Clifford J. Scott High School of East Orange, New Jersey. This general course replaced the tradi-

tional study of world backgrounds. Six areas of study were selected by the group: education in East Orange, newspapers, the U. N., youth problems, prejudice, and the family. The materials included community resources, agency materials, social studies reference files, and newspapers. Quoted pupil evaluation of the year's work indicate considerable interest in this type of class.

#### CONCLUSIONS

THE social studies literature of the past twelve months shows no startling departure from the points of view expressed in recent years. A subject sequence continues to be the predominant form of organization, although there is widespread interest in the core curriculum. There are some indications that the problems of continuity and sequence will receive more attention in the future than they have in the past.

#### ADDITIONAL MATERIALS OF INTEREST

- Association of Social Studies Teachers of the City of New York. *Handbook for Social Studies Teaching*. New York: Republic Book Company, 1951. 240 p. \$4.75.
- Beauvoir School Staff, "World-Mindedness in the Youngest," *Educational Leadership*, 9: 170-76; December, 1951.
- Horn, T. D. "School Relationships and the Elementary School Curriculum," *Elementary School Journal*, 52: 36-41; September, 1951.
- Kenworthy, L. S. "World-Minded Heroes," *Social Education*, 16: 163-65; April, 1952.
- New Jersey Secondary School Teachers Association. *We Look at Curriculum Growth in New Jersey's High Schools*. 1952 Yearbook. Obtained from Association Treasurer, L. D. Beers, Plainfield High School, Plainfield, N.J., 96 p. \$1.00.
- Palu, Reuben P. "Education for International Understanding," *Educational Leadership*, 9: 154-59; December, 1951.
- Stephens, A. D. *Providing Developmental Experiences for Young Children*. New York: Bureau of Publications of Teachers College, Columbia University, 1952. 95 cents.

<sup>18</sup> Geoffrey Bruun, "World History: The Problem of Content," *Social Education*, 16:3-7; January, 1952. And Goldwin Smith, "World History: The Problem of Content," *Social Education*, 16: 53-57, 60; February, 1952.

<sup>19</sup> Moe Frankel, "Meeting the Need," *Social Education*, 16: 58-60; February, 1952.

# I'm Not Coming Back This Year

An Anonymous Teacher

THAT'S right—I'm not coming back to teach again this year. Oh, I know, one teacher more or less won't cause even a microscopic strain on American education or education in my system or my school. So it's not my absence that you, who will be coming back this year, should be thinking about, but the reason why I—and others like me—will be absent when the faculty roll is called this September.

No, don't think that—it's not my teacher's salary that prompted this decision. My system, which is one of the largest in the nation, has a fine salary schedule that compares favorably with the best. Two degrees and a considerable number of post-M.A. units from a large university would place my earning power well above the \$4000 mark should I elect to return.

No, it's not unsatisfactory working conditions, either. I'd be teaching in a modern \$2,500,000, plant with marvelous physical facilities. My personal and professional relationships are satisfactory, and undue physical strain has not provided my motive. Why, then? Frankly speaking, I'm leaving education because I can't teach.

"Can't teach!" you may exclaim, "well, no wonder!" But I don't mean it that way; I know how to teach, and my principal has consistently given me a superior professional rating. It's the present climate of opinion in my system that won't let me teach—the way I have been teaching, and successfully, in the past.

Sure, you guessed it; I'm a social studies teacher. Yes, that's right, too; I'm thinking about school-community pressures and controversial issues when I say "I can't teach." Maybe you've

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Several hundred years ago Shakespeare asked, through Hamlet,

"Whether 'tis nobler in the mind to suffer  
The slings and arrows of outrageous fortune,  
Or to take arms against a sea of troubles,  
And by opposing, end them?"

The author of this article adopted another alternative. He is now selling automobiles, and, incidentally, is doing better financially than he could ever hope to do as a teacher.

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read a little about my system—it's getting to be pretty controversial, itself, these days. Our "last year's" Board of Education is, to the man, either now in jail, awaiting sentence, indicted by a grand jury, resigned under pressure, or defeated for re-election.

I needn't go into details. All were accused of incompetence, and most were indicted and arraigned on charges of mis-, mal-, and/or non-feasance in office.

What's that got to do with me in the classroom? The Board of Education, of course, sets the tone for the administration—and this year the tone is "down." Our system is desperately seeking to avoid further unfavorable publicity, and to do so the curriculum—as well as the personnel—has been altered and revised to meet the most conservative social, political, economic, and educational demands ever placed on the system. Academic freedom has become an academic question.

CERTAINLY there is an atmosphere of fear hanging over the school system. Yet, for the most part, teachers are unaware of the increasing pressures placed upon them to conform to these extra-school dictates. Unconscious conformity on their part leads them to insist there is no serious threat to their academic freedom, tenure, or schools—"It'll all blow over after the school-bond elections," they say. Many of these educators, and they *are* good teachers, are not aware of the fact that conformity is silently demanded of them; that their right of nonconformity in times of senseless hysteria is in serious jeopardy due to increasing societal pressures. It hasn't occurred to them, for the most part, that their views—which generally mirror the attitudes and value-patterns of the community—are also a part of a larger pattern of conformity. Nor do they realize that this very fact of conformity is open to controversy at all.

Communal attitudes have successfully assimilated minor non-conformists, leaving only those whose beliefs about educations were rooted deeply enough to resist the unspoken concurrence demanded of them. This problem, and it is a problem, has been discussed in faculty meetings. Yet the results convince me that Dr. Beale's

classic statement that "... many do not know they are not free and will be happier never to discover it..."<sup>1</sup> is still a valid evaluation, although he made the statement fifteen years ago.

Super-patriotic groups, pseudo-educational groups and high-pressure political groups have combined forces to make a frontal attack on my system, which is already weakened by the mismanagement exposed in the old Board of Education.

This atmosphere of fear and uncertainty has penetrated all strata of the system, not only the teaching ranks, but as high as the new Board and as low as the staff employees. None are certain, none are secure. Educational paralysis creeps through the system, striking here, then there. No one knows where next.

A principal with twenty years of tenure was ousted. She had previously protested the serving of contaminated foods in school cafeterias, the use of hard black-top playground surfacing on which two pupils were killed and others injured, and other injustices. A grand jury substantiated her accusations, yet she is not reinstated.

A telephone switchboard operator was released after she complained about irregularities in hiring and promotion. Her case, too, was supported by investigation, yet she is not rehired.

And the paralysis is spreading; teachers are afraid to complain or suggest. This year—the year I won't be back—a "Citizens Committee on Education" is examining one thousand of our school books to ferret out and eliminate "subversive material."

What are they seeking? According to their spokesman, a former professor of economics, un-American material includes favorable references to the United Nations, particularly the UNESCO, because the UN curbs basic American freedoms; the Post Office Department is nothing but a vast political machine, and of course, socialistic; the Tennessee Valley Authority is socialistic and subversive—and should not be mentioned in civics texts; the acceptable history book must point out that taxation destroys the right of private ownership; a textbook is questionable if its illustrations contain more pictures of those who advocate "collective" work than "those who advocate the individual incentive system of government." One member of the "Citizens Committee" commented that a geography text stated that certain parts of

the U.S. and the U.S.S.R. were similar as to soil, topography, and crops. This, the reviewer declared, was subversive.

**W**HAT is the result of all these pressures? Well, our system *used* to teach a unit on "The United Nations." Now the UNESCO section of that unit has been thrown out. Once, free discussion of controversial political issues was permitted, even encouraged. Now, for the probationary teacher, such a discussion is tantamount to declining tenure—and if one does have tenure, he can be transferred to another school in the district some fifty miles distant. That's right—fifty miles—it's a big system in mileage, too.

And, speaking of tenure, on occasion the system neatly gets around that "socialistic social-security" device by hiring new teachers on a "long-term substitute" basis, thus neatly avoiding the legal necessity of renewing contracts for tenure after three years of successful teaching experience.

**S**O, YOU see, in all good faith I "can't" teach. Most teachers are, I firmly believe, essentially idealistic and altruistic. There is a certain amount of "psychic income" for educators. Yet, when ideals are compromised for the sake of conformity; when altruism is melted by the torches of book-burners; when school objectives are sacrificed on the altar of fear; when psychic income is translated into psychic frustration; when it becomes impossible, for reasons politic, to answer the questions young minds will ask; when it is necessary, for personal economic reasons, to sidestep controversial issues in class, knowing full well that these young citizens will have to face these self-same issues next year after graduation—well, then is the time when I, the teacher, must leave the profession.

When my system is once more primarily interested in education unhampered, when it earnestly and sincerely does everything in its power to provide our children with the necessary skills, abilities, understandings, and attitudes necessary for their intelligent and efficient functioning in a democratic society—then I will come back to school.

But, as I say, I'm not coming back this year. Oh, you won't miss *me*, so don't even bother to look. But think! Think about me, and think about the reasons for my absence!

Will you be absent next year for similar reasons?

<sup>1</sup> Howard K. Beale, *Are American Teachers Free?* Report of the Commission on the Social Studies, Part XIII, American Historical Association. New York: Charles Scribner's Sons, 1936. p. xlii.



# Now, About That Anecdote

Hobert W. Burns

JUST as each child must master a series of mental and developmental tasks to become a successful pupil, so must each teacher master a series of professional and administrative abilities to become a successful educator.

One of the most important factors conducive to continual, meaningful education throughout the students' school career is the teacher-maintained cumulative record. Long a repository for valuable information, the cumulative record is all too often treated as a "catch-all" where test scores, anecdotes, and miscellaneous pupil data are filed—and promptly forgotten—until the end of the semester, when more entries must be made.

Many otherwise competent and conscientious educators look on this beneficial teaching tool—and it is a good tool—merely as a helpmate to efficient classroom administration. They should be more profitably employed as educational catalyst helping young citizens solve their problems and adjust to society.

Certainly the major function of these records should be the accumulation of behavioral anecdotes and related pupil intelligence that not only provide an educational profile of the pupil, but describe and explain—in some instances, predict—the student's behavior pattern in the related school-community situation. To be sure, educators have recognized this utility. And yet, many have neglected to apply fundamental sociopsychological principles to these evaluations. As a result, time-consuming anecdotes often fall far short of their potential usefulness.

The unskilled, but industrious, teacher will readily collect all of the available objective evidence (health problems, parental data, mental and emotional maturity, mastery of fundamental school skills, etc.) about his students, but the accumulation of pertinent, illustrative behavioral reports may cause even the most wary of teachers to fall into the anecdotal pitfall.

The American Council on Education, in a thorough study of child growth and development<sup>1</sup>

recognizes this danger, and lists three types of faulty notations. The offending techniques of description have been italicized by the author.

1. Those that evaluate in terms of "good" and "bad" or "desirable" and "undesirable":

... Jimmy really is a nice enough boy, but he just doesn't try to do the *right thing* in class. We have shifted him from class to class, but he always allies himself with the *bad element*. He is such a talkative boy . . .

2. Those that interpret adolescent behavior on the basis of a single fact or observation:

Howard constantly bullies the other boys *because he is so much bigger than they are*. This last grading period he was sent to the office four or five times for picking on . . .

3. Those that describe behavior with generalizations:

... Shelda is the *happiest girl in the class*. She always has a smile for everyone, and cheerfully participates in all our activities.

Examples of such faulty reporting may be pulled from almost any cumulative record. But, if anecdotes should not evaluate, interpret, or generalize behavior, what, then, should they do?

PRIMARILY they should be descriptive and reportorial, revealing what *the child said or did* in a *specific* situation. An anecdotal record, if it is to be useful, must be objective and factual, presenting a true picture of a certain behavior in a certain environment. The importance of this non-emotional objectivity is stressed by Quillen and Hanna when they declare "... an anecdotal record which tells that Mary is developing more self-assurance without describing the particular behavior which caused the teacher to reach that conclusion is not objective evidence and makes it impossible for other teachers to evaluate the behavior."<sup>2</sup>

This approach to the problem precludes unscientific techniques of measurement in the cumulative record such as value-judgments, thumb-nail

<sup>1</sup> American Council on Education. *Helping Teachers Understand Children*. Washington, D.C., 1945.

<sup>2</sup> I. James Quillen and Lavone A. Hanna. *Education for Social Competence*. New York: Scott, Foresman and Company, 1948. p. 387.

The author of this article is a social studies teacher in the Burbank (California) Unified School District.

summary evaluations, and snap-opinions. The accurate, descriptive notation is far superior:

While playing "football" to review our spelling words, David whispered an answer to a teammate, causing his side to be penalized fifteen yards. This was near the end of the game, with a close score, and when the student referee called the foul, David said, "Maybe you guys can beat us in this silly spelling-football, but we'll beat you in *real* football any time!"

This entry in a cumulative record presents the observed reaction of the child in a described area—there are no hasty generalizations, castigations, or assumptions included in the anecdote. After the incident has been impartially noted one may, or may not, evaluate behavior and assume the boy is a "poor loser" or "hard competitor." Different teachers will evaluate David's behavior in different lights, depending upon their point of view and insight into behavior as a whole.

This type of report, when multiplied, will form a definite pattern, which, for guidance purposes, is far superior to a collation of analytical notes which summarize nothing, explain nothing, and merely indicate the *teacher's* reaction.

Over-worked teachers may complain that compilation of behavioral anecdotes not only detracts from classroom efficiency (while they jot down notes) but any sincere attempt to follow such a program is in reality the undertaking of a case-study. A simple, but well-constructed classroom program may lead to such a study, but the elementary program itself is easily kept in hand. This type of undertaking consists of no more than the occasional recording of facts on a few selected pupils. Don't get lost in a morass of reports—make notes about those few pupils whose behavior seems to dictate special study.

**M**ANY educators, operating on the theory that students whose scholarship and behavior are satisfactory need no investigation, are therefore primarily concerned with the atypical pupil—the bright or slow, the problem-child. Conformity is often equated with education.

Yet, it is true that the unusual child needs the most attention. It is for him the simple program has been designed. Why does he act as he does? What motivates him? What are his problems, and what caused them? Occasionally, the answers can be drawn out of the individual through conferences, but more often the solutions will be found in anecdotal reports, collected over a period of time, which illustrate certain activity patterns. Armed with this information, the teacher can review the growth of the child—

though that be judged proceeding in undesirable directions—and compare that behavior with the objectives set up by school and society, and then decide upon an intelligent course of action designed to guide the pupil back into constructive social channels.

There are no highly developed skills or long hours of labor required for the establishment of this simple classroom program for individual observation. Fundamentally, the teacher must know how to describe behavior. A convenient rule of thumb is, "describe the pupil, not your reaction to the pupil." Jot down a note when the student seems to be experiencing some reaction that is important *to him*. Be selective, however; don't get lost in the jotting and juggling of notes.

The contents of the notation will vary, of course, with the individual being described, but all comments should include the events that led to some particular behavior, a clear description of the incident, and when possible, quotations from the child.

**B**EHAVIOR is caused; your classroom problem-child didn't "just growed" like Topsy—his growth was guided (or misguided). Somewhere, sometime, that child underwent a compounding series of experiences that misdirected him. If, in your anecdotal records, you can search out the manifestations of these unfortunate experiences, there is a real opportunity to isolate and eliminate the causes. No child is "lost" and irretrievable to society, if only for the reason that every individual is unique and the emotional acceptance of this quality is a long step forward in understanding, and solving, that child's adjustment problems.

Education and experience are primarily problem-solving situations. You present to your classes certain materials and information designed to help them learn and master their developmental tasks. In return, they present you with their reactions to the learning situation. Your recording of this information is just as basic as—more so, perhaps—the recording of paper-and-pencil tests. Both are techniques of evaluation through which you measure not only the pupil's mastery of certain skills, knowledges, and information, but the degree to which *you* have achieved certain educational and behavioral objectives—and both should receive an equal amount of your professional consideration and time.

Let's open the door to continual, meaningful education. The key to better teaching is in your hands: it's your pencil!

# Reports on the Social Studies Curriculum

Howard H. Cummings

IN THE opinion of many specialists, the Golden Age of Curriculum Development was in the 1930's. A decade of useful work was ended by World War II with its demands on teachers, the restrictions on travel, and the postponement of all but necessary printing. Educational reconversion to peace and the necessary preliminary work required for large-scale curriculum work consumed that part of the decade of the 1940's which was left from a global war effort. As the 1950's begin, a large number of state and local school units still follow a curriculum which was completed at least fifteen years ago. The publications listed at the close of this article belong to a new era in social studies curriculum development. In a sense, they are pioneer ventures. Curriculum committees and teachers who work continuously on their own curriculum will find the publications especially helpful.

The social studies fraternity can accept all of the publications with justifiable pride. They have involved large numbers of teachers and specialists in their preparations. The emphasis in each work is different, but there are similarities in all of them. The works indicate the advances which have been made during the last ten years; they also indicate what might be considered certain educational lags which have accrued over that decade. In general the dynamic aspects of the new publications deal with method; the static aspects are found in the organization of content. The publications summarize the growth of the last two decades in social studies thinking, a period during which method has had a high priority. The treatment of method can be summarized under four heads: the adaptation of college research techniques for secondary school use; the use of group process; attempts to meet the personal needs of pupils; and evaluation.

At the request of the Curriculum Committee, the author, Specialist for Social Sciences & Geography in the United States Office of Education, has prepared this report on several recently-published bulletins.

*Adaptation of Research.* The social studies laboratory, the use of the school library, the room library, and the community survey are described in all publications. Gathering and interpreting data relating to a problem and using the data in a framework for critical thinking have been generally accepted by curriculum workers in the social studies field. There may be some question of overdoing the thing. A curriculum which substituted college research techniques for mastery of cut-down college subjects might be quite as sterile as the older curriculum which drew so much fire from the champions of method. (The warning is parenthetical. The publications discussed here have not committed this fault.)

*Use of Group Processes.* An innovation over the courses of study of ten years ago is the emphasis on group processes. The interaction of individuals in reaching decisions involving the status of group members, the concern with values, the substitution of consensus for authority, and finally the practice of encouraging social action based on the creative outcomes of the group are included. The invited speaker and the public official visited by pupils in his office have become members of the group instead of mere voices of authority. The expert has been discovered by the pupils as a man, but a man with special competence.

*Attempts to Meet Personal Needs.* Providing experiences for youth to meet their personal needs is an expanded area. The social studies very early assumed the obligation for helping youth find his place in the world of work. This obligation has expanded to help youth complete all the developmental tasks, which are necessary for maturity. Increased emphasis on attitudes and beliefs is a part of this story.

*Evaluation.* Evaluation has moved from tests of mastery of subject matter to include outcomes listed above. Personal and social relations, attitudes and social beliefs, skill in critical thinking,



skill in gathering data are some of the areas where suggestions for evaluation are offered.

IN THE field of content organization, the changes have been fewer in number. In fact a reader, after a cursory examination of the content areas outlined in three courses of study listed, might dismiss all three publications as being "the same old thing." However, a more careful reading would reveal some important changes in the basic pattern of courses which has persisted pretty much unchanged since 1917. Some of the changes are:

A complete bibliography of reference books for use by pupils in social studies classes. A listing of films and recordings with the distribution points for such audio-visual materials indicated.

A suggested use of resource units and organization of materials in unit form. Units are organized as by chronology, by topic, and as problems.

The organization with units of suggested initiating, developmental and culminating activities. (Iowa)

Broadening traditional areas and providing a new emphasis to provide a background and a framework for contemporary problems. (For example, the Iowa arrangement of World History and World Geography.)

Consolidating several areas—State history, State geography, local government—into one year's work to meet the needs of youth and the demands of the community. (Pennsylvania)

The addition to the content areas of materials directly relating to the personal and social life of individual pupils. This movement represents the impact of psychology, probably the most popular discipline of the 1940's, on the social studies curriculum.

The absorption of courses in Latin American history, Canadian history, etc., into the World history course.

The addition of new units on atomic energy to teach about new problems.

A CHARACTER in a recent popular work of fiction explains to a new colleague how a big institution is run. There are two ways, he says; one is to get people with ability to do the job and then depend on them to do it; the other way is "by the book." In this second case, a few smart people write a complete set of directions for less gifted subordinates to follow. Both systems have been tried in the social studies and, in the opinion of this writer, both have failed. The courses of study from 1900-1925 were written by specialists; the program was run "by the book." Then in the 1930's came the reaction against the uniformity and conformity produced by the textbooks, the syllabus, the teachers' manual, the workbook, and the printed course of study. A movement which worked for "freeing" teachers from the stultifying effects of a structured program rejected all standard aids including printed courses of study. The creative teachers which the new movement promised did appear—but not in very large numbers. The new publications might be called teacher centered. Teachers have helped in large committees in their preparation. The experiences listed are not arm-chair conceived but are drawn from practices already widely used. The attention to philosophy and objective is designed for teacher use. The problem of freedom versus organization has not been solved in these publications, but a significant series of steps have been taken. Curriculum makers who are following the same trail will save valuable time if they read the guide books which are listed below.

#### PUBLICATIONS DISCUSSED IN THE ABOVE ARTICLE

State of Iowa, Department of Public Instruction. *The Development of World Civilization, Grade 9*, and *The World Community, Grade 10*, Des Moines, State of Iowa, 1950.

State of Iowa, Department of Public Instruction. *The Development of American Civilization, Grade 11*, and *Contemporary Problems, Grade 12*. Des Moines, State of Iowa, 1950.

Commonwealth of Pennsylvania. *Courses of Study in the Social Studies for the Secondary Schools*. Harrisburg, Department of Public Instruction, 1951.

State of Nebraska, Department of Public Instruction. *Social Studies for Nebraska High Schools*. Lincoln, State Capitol, 1951.

The Commissioners of Education of the Northeastern States. *Education for Citizenship*. (Distributed by the Commissioners of Education of New England, New York, and New Jersey.) 1952.

Victor E. Pitkin. *Techniques Useful in Citizenship Education*. Hartford, Connecticut, State Department of Education, 1952.

# Map Study and Examination

Charles E. Kistler

THE purpose of this essay is to indicate how map study may be made easy, interesting, and stimulating for the student, and to present types of map examination which combine the advantages of the easy-to-grade objective and the tedious essay question and yet are easy to grade and reliable as measures of progress.

## VALUE AND DRAWBACKS OF OLD METHODS

THERE are few teachers of history, geography, and political science who do not recognize the value of map study. Most use wall maps during lectures and suggest that the student consult the maps in the textbook as well as available atlases. Some teachers give lists of locations to be learned while others use map study books. Each of these methods of inducing the student to consult and study maps is commendable but the insufficiency of each becomes apparent when the student is examined.

The use of wall maps as an attention device is recommended, but in itself it is not sufficient as a teaching device. While such maps are excellent for indicating general direction, sweeping movements or large areas, those students not directly in line with the maps or sitting towards the rear of a room may miss specific locations. In addition, retention usually is momentary. The suggestion that the students study the maps in the textbook also is worthwhile, but how many students will act on the suggestion? Some immediately are uninterested; others soon lose interest, for few are the books with useful maps printed on either inside cover or with maps that unfold outside the confines of the book proper so that they are visible continuously, and the student finds that he must thumb through the pages to find the proper one. Ordinarily in a hurry to finish an assignment, he soon will not bother with the maps. Furthermore, the student usually encounters an additional problem; publishers find map plates

The method of study and examination presented here was devised by the author at Emory University and Indiana University and now is in use at Albright College in Reading, Pennsylvania where Dr. Kistler is now head of the History Department.

costly and often try to reduce the number necessary by overcrowding each map with data.

Simply passing out lists of locations to be learned also is of questionable value, and examinations to ascertain whether the items have been memorized have little or no significance. The student wastes his time studying the meaningless locations of too many places and, unless he devises a method of cheating, probably develops an antipathy to map study. On his part, the instructor has the time-consuming duty of grading a map on which twenty or thirty names are scrawled. The problem of writing the names of locations on small maps often results in obscurity for the "x" or other mark indicating the exact site for each, thus adding to the tediousness of grading. Lastly, the map study book has the merit of forcing the student to examine the maps, but too often the exercises involved are so much "busy work," and for want of a better criterion, grades are given for neatness. Thus the aim becomes beauty rather than knowledge. In addition, such work is copied easily once one student has completed the exercises. Finally, map study books either are not flexible and must be used with a particular text book or are so general that the teacher finds it necessary to use valuable time altering assignments to fit his needs.

## EFFECTIVE MAP STUDY

FOR effective map study the first step is to provide the student with a set of loose colored maps which can be carried in his notebook and consulted with convenience as he reads his assignments. Such maps, reproduced from standard wall maps, may be obtained for a few cents each from school map companies; atlases from which they may be selected also may be obtained from the map companies. For European history, from the fall of Rome to 1648, seven suffice, although additional ones prove useful; for the period since 1648, eight cover the material. In addition, the student needs blank maps of Europe which can be acquired from most map companies. It seems advisable to have the student buy six per semester and turn in four for examination purposes. He retains two (or more if he wishes) for his personal use. These blank maps

retail for about ten cents for five.

The second step is the selection by the teacher of those locations which he wants the student to know, and these should be assigned chapter by chapter rather than by means of a mimeographed list, for lists become overwhelming. Furthermore, the locations should be chosen for their significance—where some event, important in the history of civilization, occurred—places which will have intellectual value to the student *after* he has completed the course. The student should locate these places on his blank map by number and an accompanying "x" or dot *but not by name*. Rivers are learned most easily if the student follows their entire length with his pen and indicates them by an arrow and a number. On the reverse of the blank map he should list the corresponding numbers, write the names of the location, and then, in a brief paragraph, explain why the place is important enough to know, what happened in relation to that location that should be remembered by a student living in the twentieth century. Following this procedure the teacher will discover that the number of locations selected is surprisingly small rather than great. The number may be less than a hundred for each of the two semesters of European history.

The number system permits the student to locate forty or fifty places on one map without the result appearing chaotic. He can determine for himself when to make use of a fresh map. The number system has a particular value when the student is preparing for an examination. He can look at the face of the map to determine whether he can identify the names that correspond to the numbers; he can look at the names on the back of the map to test his memory for the locations; he can study the significance of each place to see if he can recall the name and the location of the item. He can carry the map with him conveniently, folded in his pocket, and study it under any conditions. Without realizing it, the student also is preparing for essay examinations, learning material that he will be required to reproduce later in another form. He is learning *key material*. Also, in writing down the importance of the locations, he is acquiring training in selectivity, terseness and accuracy.

**T**HE value so far has been entirely to the student. The work has been easy; he has not been overburdened; he has not acquired a distaste for map study; he has learned something. Indeed, the student seems to enjoy map work planned in the manner discussed. The teacher,

whose entire work thus far has been to list the locations assigned, also derives benefits. These benefits are tied in with the type of testing which will be discussed below. The desideratum of a test is that it cover and correlate the material, induce mental effort, force the student to write lucid prose, measure achievement with mathematical precision, and yet be of such a nature that it can be graded quickly with a minimum of eye strain and mental exertion. Various techniques have been devised to test knowledge and ease the strain of grading: the true-false test, selection of most appropriate statement, the completion examination. But all, while useful, have serious flaws or leave much to be desired as pedagogic devices. Teachers have recognized the fact that the objective examination does not achieve the desired end but rightly have pleaded the impossibility of grading dozens of essay examinations. The administering of the tests discussed below will permit the omission of at least one essay examination from the semester's schedule for they retain the desirable features of the essay examination. In addition, the process of grading will be speeded to such an extent that fatigue for the teacher will be minimized.

Three methods of examination have proved successful, and it is suggested that all three be used during the course of the semester. That method which best suits the instructor may be chosen for use on the final examination. If thirty points be determined as top score for the first examination, then the second and third may count thirty and forty, according to the number of locations assigned and the time of the semester when the second examination is given. The total points scored on the three map examinations should be one hundred if all locations and explanations have been satisfactory. With the map score "growing" with each examination the student is confronted with the necessity of studying from the beginning rather than waiting until the last map examination of the semester. The scores on the first map examination are apt to be high since the number of places assigned will be relatively few. A number of students who ordinarily have done poorly on written work do well on this examination because two-thirds of the score is gained simply by locating and only one-third by essay work. A high grade on this first map examination, which has required statements of significance, is evidence of ability and acts as a powerful incentive for such students to do better work on the additional map examinations and on those that require essay work in their entirety.



## METHODS OF EXAMINATION

*Method I.* This type of examination seems best suited for the first map examination and should be given prior to the first hour essay examination. It will act as a "tutor" for the essay examination. Method I requires the student to locate twenty indicated places by an assigned number and an "x." On the reverse of the map he is required to explain the significance of numbers one to ten inclusive. Each location and each explanation is worth one point and the total points possible is thirty. While an "x" and the proper number will identify cities, special markings may be used to indicate rivers, seas, mountain ranges and islands. If a student is to locate a river he should follow its entire course with his pen, at some point indicating the inked-in river by an arrow mark and the assigned number. This prevents the student from gaining the misapprehension that an international river is in one country only. Those who have been reading about the Visigoths, for example, will tend to put their arrow marks near the mouth of the Danube, and, unless instructed to follow its entire course, may not realize its great length. Seas may be indicated by putting the number in the sea; mountain ranges may be indicated by shading and the proper number within the shading; islands may be indicated by writing the number on the island, and, if the island is so small that it is only a spot on the desk map, it may be circled and indicated by an arrow and the proper number.

Grading is a simple matter. With a perfect map in front of him the instructor will have all twenty locations memorized after he has graded one or two tests. Henceforth grading resolves itself into sweeping the eye from left to right and jotting down the number of the missed locations at the top of the map. When the instructor turns the map over, each of the first ten locations is listed and discussed in order in a single paragraph for each. A second or two will determine if the discussion is wrong or if the material is insufficient and if any credit should be deleted. The total of points subtracted for missed locations and poor discussions is then subtracted from thirty to arrive at the final score.

*Method II.* This type of examination is a variation of the type discussed above. Using the numbering system already described, the instructor can prepare the maps for his classes. He may select twenty locations from the growing list and ask the student to identify all of them, explaining the significance of ten on the reverse of the map.

Those which he wants discussed should be the ones numbered from one to ten inclusive, and the student should list the numbers consecutively on the blank side of the map before he begins the process of identification. This has two advantages: the numbers on the face of the map may be placed in any sequence, and while the student is searching for numbers on the face of the map, he can see by a glance at the reverse of the map those which remain to be found; if the numbers are listed haphazardly by the student on the reverse of the map, some may be omitted accidentally. The instructor also has the advantage in that he need only place his key alongside the student's list to check for incorrect identifications. Also, as in Method I, the instructor may not care to have the student explain the significance of all the locations. It is easier for him, then, if those places which require discussion are listed consecutively and before the others. This process also enables the student to judge more accurately the space available for identification and explanation.

The time element is important for the instructor. Students who have done the necessary study can identify twenty locations and write a paragraph on ten of them in thirty minutes. Part of the class period remains for additional teaching. Grading this type of examination is even less time-consuming than in Method I. Each location counts one point, each discussion counts one point. Thus a total of thirty points is possible. The locations are listed on the reverse of the map chronologically so that a key may be used. Obviously, if the student gives the wrong identification, he also must be penalized for the discussion. Again, as in Method I, determination of whether the discussion is correct or sufficient for those places properly identified takes only seconds.

*Method III.* Using Methods I and II, the instructor can prevent rote memorizing; the student is obliged both to locate and to identify. To be certain that he actually has "learned" his map, a third method—easiest of all for the instructor—may be used. Method III is simple for both students and instructor and may be used advantageously near the close of a semester as a review of all work covered to date. The instructor may read to the students the significance of forty places and require that they be named. Such a quiz may be graded easily by the use of a key and the instructor can be reasonably certain that the student knows the material if the proper identifications have been read, list them on the

reverse of the map. Such a process poses a double problem for the student and complicates grading.

Following the third examination the instructor may add the scores each student has made and have percentile figures which are easily understood. Because of the discussion involved on two of the examinations, the total score may be weighted as one hour essay examination.

Any of the methods may be used as part of the final examination, with a percentile weight depending on the instructor's wishes. For example, if fifteen locations and fifteen discussions are asked for, each may count one-half point for a total of fifteen or each may count a full point for a total of thirty. The map examination used as a part of the final examination has an additional value. Finals must be relatively selective if they are to be of value; if they are too general in scope they invite the student to write everything he knows and are difficult to grade. The map examination can be used as a "cover-all" for material omitted from the essay questions. For example, the instructor might delete an essay question on the Barbarian Invasions of the fourth and fifth century but by a judicious choice of locations discover whether the student has retained the material. Explaining the significance of the Rhone river will require him to speak of the Visigothic kingdom to its west and the Burgundian kingdom to its east. Locating Carthage might entail a discussion of the Punic Wars, St. Augustine, and the Vandals, and Justinian's

efforts to reconquer the west.

**M**OST students, when trained in the manner outlined above, can do good or superior map work, and if this work is given sufficient weight in determining final grades, they have added incentive to do well in other aspects of their work. The explanations which must be made for the locations are useful in teaching students how to express themselves clearly in writing. The relative brevity of these explanations is beneficial to those students who have had difficulty in essay expression. For those who have not been studying sufficiently the cumulative map score is a sharp prod, for what has been missed on one examination cannot be made up. Through map study, students with average ability can be better prepared for advanced work; indeed, students of average ability who are trained to look for "significance" compare favorably in essay work with those of considerable ability who have not been trained in map study.

For the teacher, map study and examination as discussed in this article present certain benefits. Not only will he have at his disposal a variety of examinations which can be graded rapidly, but he will be able to estimate the ability of the student more accurately. In addition, he will find the student more attentive when wall maps and atlases are used. Student and teacher will benefit in better grades for the one, greater objectivity for the other, and increased interest for both.

## RECENT SUPREME COURT DECISIONS

(Continued from page 311)

ever, a number of influential educators<sup>4</sup> and important educational organizations have questioned the wisdom of "blunderbuss" legislation which may seriously affect the morale of the teaching profession. Grave doubts concerning the effectiveness of the Law were expressed in an editorial of *The New York Times*<sup>5</sup> two days after the decision. It said, in part:

We don't want Communist teachers in the schools; but we don't want legislation such as the Feinberg Law to lend cover to a system of scholastic espionage or intellectual terrorism worthy of a police state. We don't want to see teachers frightened into giving expression only to

what is safe, what is orthodox, what is popular at the moment. We don't want to see our children becoming nodding robots.

If the clean light of freedom in the classroom ever becomes dimmed, a major disaster will have befallen America; and the advocates of totalitarianism—whether Communist or some other kind makes no difference—will have won their battle without firing a shot.

The Law now goes into effect. The only recourse open to its critics is the court of public opinion.<sup>6</sup>

<sup>4</sup>For a recent scholarly and critical analysis of legislative control over subversive activity in New York State during the past thirty years, see Lawrence H. Chamberlain, *Loyalty and Legislative Action* (A Survey of Activity by the New York State Legislature 1919-1949). New York: Cornell University Press, 1951.

<sup>4</sup>See article by Dr. Benjamin Fine (education editor) in *The New York Times*, March 9, 1952. Sec. 4, p. 9.

<sup>5</sup>*The New York Times*, March 5, 1952, p. 28.

# Social Studies for Grades, 4, 5, and 6

Loretta E. Klee

FOR many years, teachers, curriculum workers and faculty members of teacher-education colleges have been looking for some guidance in the development of social studies programs for children of about eight to twelve years of age. *Social Studies for Older Children: Program for the Middle Grades (4, 5, and 6)*, the most recent of the five curriculum bulletins to be published by the National Council for the Social Studies, has been designed to meet this need. This publication follows *Social Education for Young Children*, by Willcockson and Horn and precedes the bulletins which describe social studies programs for younger adolescents, older adolescents and young adults. As with the other members in the curriculum series, the emphasis in *Social Studies for Older Children* is on practical helps to teachers and others who are engaged in the organization of curricular experiences which utilize the social studies in the education of boys and girls.

*Social Studies for Older Children* is organized on a framework of seven major questions:

1. *What are some of the reasons for the diversity of opinion and the confusion which characterize much of the curriculum planning for children in the middle grades?* In answering this question, Mary Kelty analyzes some of the important elements in curriculum development during the past twenty-five years, and discusses some of the advantages, disadvantages, and problems which have resulted from the concept of the child-centered school and the utilization of scientific bases for curriculum planning.

2. *What are some of the issues on which schools differ in planning their social studies learning experiences?* As an aid to curriculum workers in the resolving of some points of difference in curriculum planning, ten basic issues are analyzed and implications for attaining a balance in teaching procedures are pointed out. The issues which are analyzed follow.

The author, who edited the bulletin she here discusses, is supervisor of social studies in Ithaca, New York, and a member of the staff of Cornell University.

- a. The place of the social studies in social education.
- b. The relative emphases on child development and on content, which represents the needs of society.
- c. The amount of pre-planning which needs to be done in advance of classroom teaching and the amount which should be done cooperatively by the teacher and pupils.
- d. Whether there should be a carefully organized sequence of material and experiences, or freely planned units.
- e. The relative emphases on understanding of meanings and on social action.
- f. The assumption that good face-to-face relationships will transfer to groups far away.
- g. To what extent and in what form a study of the past should constitute curricular materials.
- h. The relation between problem-solving skills and organization of content.
- i. Projection of the primary grades program upward into the middle grades.
- j. Projection of the secondary grades program downward into the middle grades.

3. *What foundations for appropriate curriculum planning in the middle grades can teachers and other curriculum workers find in recent research about children and society?* Ruth Ellsworth describes the contributions of recent research in the field of child development and indicates the practical application of the findings for the teaching of social studies. In the second part of the chapter, Arnold Meier points out that "anthropology, sociology, and social psychology have also made contributions to knowledge which are possibly significant in determining the experiences which the school provides to help children attain their greatest potential as individuals and as useful members of a democratic society." Helen Heyl, in the concluding section of the chapter, discusses to what extent recent research about children and society gives specific guidance as to which basic generalizations from the social sciences can be developed in the middle grades.

4. *What are some of the representative types of programs which have been developed in forward-looking schools?* Detailed descriptions of three kinds of social studies programs are given in the chapter which is devoted to this basic question. The programs of the San Francisco and the Seattle schools illustrate social studies programs which have been organized about "Social Processes, Social Function and Persistent Problems



of Living." The programs of the Bank Street School in New York City and the Battle Creek Public Schools are illustrative of social studies learning experiences approached through "Developmental Tasks or Life Situations." The programs of the Cleveland and Philadelphia Public Schools are described as examples of social studies curriculum based on the "Interweaving of History, Geography, the Community and Other Related Meanings." In one instance the approach is through identifiable subjects and the other through a fusion of content materials.

5. *What are some of the points of agreement among curriculum offerings in social studies learning experiences for the middle grades?* Although social studies programs present a kaleidoscopic picture, there are, within the varied shifting scenes, certain common elements. Among those which are discussed are the following:

- a. Teachers' attempts to identify children's interests and needs.
- b. Utilization of children's interests and needs.
- c. Use of community resources.
- d. World—and group—mindedness.
- e. Human relations in curricular experiences.
- f. Development of basic skills.
- g. Enriching instruction through attention to individual differences.
- h. Cooperative relationships of teachers, curriculum staff, and administrators.

It may be indicative of the serious attention given by educators to research in child growth and development that 80 percent of the points of agreement, or common elements, in the social studies programs described in the bulletin relate to the *human* factor. The issues of greatest disagreement are questions of *method*, the utilization of research related to the psychology of learning and its application to the teaching of boys and girls in the middle grades.

6. *What means have been developed for the evaluation of social studies learning experiences?* In this chapter, John Michaelis presents a "variety of devices to be used in a variety of situations" as the teacher evaluates the growth of pupils. He gives a number of charts to illustrate such aspects of the measurement of pupil growth as the following: anecdotal records of behaviors, evaluation of work habits, check-lists to record evidences of open-mindedness and other attitudes, charts to evaluate pupil reports and discussions (developed cooperatively by teacher and

pupils), sociometric devices, many kinds of tests for measuring knowledge and understanding, and self-evaluation charts. Michaelis' chapter on evaluation of pupil growth through social studies learning experiences is followed by suggestions for determining the effectiveness of social studies programs. Howard Anderson suggests thirteen criteria for the evaluation of social studies programs for the middle grades.

7. *What materials are particularly helpful in the development of meaningful social studies experiences for boys and girls?* Linwood Chase, William Hartley and Julian Aldrich combine their knowledge of teaching aids to bring to the attention of curriculum workers some of the printed materials, multi-sensory aids, and community resources which will make the social studies program richer and more meaningful for boys and girls in the middle grades.

PERHAPS the greatest contribution which the social studies program can make to the lives of children in the rapidly changing period of history is to give a sustaining spiritual equilibrium in terms of insights into human and spiritual worth and values. The development of value judgments takes on new significance in these days when the boy of ten comes to school dressed in his space suit equipped with radio-antenna hat and inter-planetary phones. The issue of whether or not social studies learnings should be confined to the immediate in time and location becomes of more than academic import to the teacher who observes his pupils on the playground as they engage in the construction of GI Joe military barracks, space-ports with rocket launches and space ships.

How can social studies learning experiences be so developed that boys and girls in the middle grades will see beyond and beneath the mechanical and technological to the bases of human worth and dignity? A large number of leaders in social studies education have joined their efforts to answer questions such as these in *Social Studies for Older Children*. (Space does not permit the listing of all contributors to this curriculum bulletin.) The purpose of *Social Studies for Older Children* is to assist teachers and other curriculum workers to gain a sense of direction as they plan learning experiences for young citizens in the fourth, fifth and sixth grades.

# A Gold Mine of Visual Aids

Ashley Davis

THERE is a gold mine of visual aids in the old magazines in your cellar or attic. But you must have imagination to use them to the best advantage in the classroom.

Elementary school teachers are using them to help teach the alphabet. They ask the boys and girls to bring in "R" pictures. The little ones rush home, tell mom that the teacher wants "R" pictures, and the whole family begins thumbing through old issues of *Life*, *Look*, *Collier's*, and *Sears-Roebuck*. Here is a rabbit. There is a radio. A ring. A road. The youngsters love it (and so do the parents in my house), and at the same time they learn.

But, you think, this is kid's stuff. No sophisticated eighth, tenth or twelfth grader would fall for such monkey business. Of course not! That is —unless you have a different angle. Students in the higher grades already know their a-b-c's and r's (we hope). Even so, there are many ways to stimulate the old ones.

Here, for example, is a social studies class working on a unit on conservation of natural resources. Why not choose a committee (call it the bulletin-board committee if you will) to cut out pictures that tell the story of conservation, using as few words as possible. Begin like this: "America was a land of great beauty before man came . . . there were mountains and forests . . . and prairies . . . and lakes . . . and streams. . . ." Fill in the dots with pictures that are appropriate. They are easy to find. Try it yourself. Then continue: "So he built farms . . . and homes . . . and cities . . . but he also mined the earth . . . for iron . . . and oil . . . and food . . . and lumber . . . but he was a pig . . . his carelessness caused floods . . . and destruction . . . and forest fires. . ." Make the story fit the pictures. It's easier that way. The pupils will enjoy it, and so will you.

For a change of pace, why not have each member of your class make his own scrap book telling the same story the same way, or a different story altogether. You can get into the act yourself, if

necessary, and guide the students away from things not related to the project. Or show the finished product with an opaque projector, if your school has one.

Of course, there are problems like getting the magazines. Well, try asking the students themselves to bring to class copies of any old issues that may be gathering dust around the house. In no time, your room should be full. But be sure to warn them not to cut pictures from library books!

Who should do the work? The pupils, of course! They are the ones we want to use imagination and to get something from the project. Here is a chance for them to learn by doing. In fact, we could make up a set of rules to guide us:

1. Don't cut up textbooks.
2. Allow enough time to do the job.
3. Let the class do the work.
4. Be sure the pictures tell a story.
5. Use as few words as possible.
6. Make the story simple enough to be understood.
7. Be certain the work is related to what's going on in class.
8. Be sure to exhibit it.
9. Use your imagination.

Perhaps you think such work would be limited in scope. Well, here are a few titles to begin with:

1. The story of transportation.
2. Things we see in autumn.
3. Lives of great men.
4. The armed forces—then and now.
5. How to get a job.
6. Safety first.
7. The story of oil.
8. The story of iron.
9. The story of electricity.
10. How the slums are born.

As can be seen, the possibilities are not at all limited. How many more can you add to this list? Your students, no doubt, will have interesting ideas of their own.

If your problem is convincing the class that the whole thing is not juvenile, get a couple of copies of *Coronet*, *Life*, or *Look* and show them how adult publications do the same things with picture stories. If there is a photography club in your school, perhaps they too could make pictures that tell a pertinent story. If not, try the gold mine of visual aids in those old magazines and use your imagination.

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The author of this article is a graduate student of history at Teachers College, Temple University, Philadelphia.

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# The World View and the Elementary School

Margaret Cormack

REVOLUTION" is an emotion word today, connoting blood, anarchy, and all that we stand against. But in actuality it involves the process of determined change, and we Americans, ourselves born of revolution, have always looked ahead—not back—and have been dedicated to change and progress. Today, however, emerging from the chrysalis of the Monroe Doctrine and still relatively secure in our freedoms, we fail to realize that the structures and relationships in the world have changed fundamentally since the First World War and the formation of the United Nations. We have undergone a revolution, but we are moving so rapidly we don't know where we are! What is worse, far too many of us look into the future with growing fear and uncertainty.

This is a period that history will record as one of social fracture, with the subjugated peoples of the world demanding self-determination and "a place in the sun," with the great powers of the world shifting their patterns of control. The "common man," rising collectively, is standing on his feet, denying the old authorities, forging new social structures. The United States, though internally relatively stable, has moved with dramatic speed from isolation and indifference to foreign problems—to complex involvement over the entire world. Indeed, it finds itself in a position of power and leadership, though unready either in attitude or structure, and is still more excited about this power than aware of the attendant responsibilities that are intangible but undeniable. America is still a "land of hope" to some, but it becomes increasingly a target of hatred and bitterness. We can no longer be apathetic, because we are involved. We live today in a community of nations.

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Although directed primarily toward the elementary school, this article should prove equally helpful to teachers of all grade levels. Dr. Cormack is a member of the social science department of the State Teachers College at Fredonia, New York.

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## NEW DIRECTIONS FOR EDUCATION

AN AIM of education is to integrate our children in the world they live in. Are we not doing it chiefly in a local and national sense? Are we not sending youth out into a new and complex international world without the knowledge, concepts, and attitudes which they need? Perhaps the difficulties seem too great, and we compromise with symbolic homage on United Nations Day or with generous response to appeals for aid to stricken humanity. And yet we cannot fail to realize that many things are happening to us that transcend national control—proof that we can no longer be national. Is it possible that just as children are ahead of most adults in understanding the new technology of jet-propulsion and radar, they are ahead of us in social concepts? We can be sure, at least, that old social concepts will not help them much. Boundaries are learned. The generation of today, born in the new world, is learning boundaries from an adult group that learned and experienced in the old world that no longer exists.

"All right," the harassed but willing teacher may plead, "but what can I do? And when would I have the time to add anything to my busy schedule?" There is no formula, as we know—no easy "course of study." The following suggestions tend more toward a "new approach" than toward extra work.

1. See the United States as a part of the whole. This seemingly obvious concept is deeply disturbing to the average American, even as it was to people just learning that the world was not the center of the universe. It requires a totally different concept of "self," in this aspect meaning that the basic frame of reference is the *world*, with our part of it constantly related to the whole and to the other parts. We can't "add on" the international world in our thinking or in our curriculum, but must consider it from the first moment of our teaching, no matter how much attention is paid to our portion of it. It is important to be at home in this world, too—to become familiar with it when young. One small way to help achieve



this can even be attained in arithmetic, where trains and planes could travel between Bombay, Singapore, Peking, and Vladivostok just as well as between New York and Chicago. These places will not be strange, then, and will relate to the daily news events and to the air age which children do understand.

2. Study other peoples and cultures through meaningful and familiar patterns, such as children, families, homes, farming, schools, representative government, etc. It is interesting, but not important, that some people eat with chopsticks, that others practice polygamy, and emphasis on these "queer" customs encourages a feeling of moral and racial superiority.

3. Stress both the similarities and the differences among the peoples of the world. Many teachers have wisely shifted emphasis from exotic and strange customs to universals, and the community of nations is building on this foundation of basic needs. But it is a dis-service to give the impression that we are all alike. We are not, in philosophies or in institutions. Some differences make the world richer and more interesting, and we must learn to appreciate them, to develop a liking for variety. Others are those on which international organization founders; they must be understood in the light of their unique development and importance in other cultural settings. Cultures today, however, cannot remain isolated—and must develop workable patterns of cooperation. This will require an attitude of more flexibility and understanding than most nations have shown, so that "harmony" is the goal, not "our rights," or "our way."

4. Practice negotiation and conciliation. This is done to a certain extent in every "happy" classroom, but it is hard to achieve in the United States, a culture in which the ambitious or the maladjusted could always move out with the frontiers. We Americans are such stubborn "individuals" that we often harm the "group," and our culture positively values rebellion and aggression. It is all the more difficult to practice negotiation when one is strong, as is the United States today. But we have never approved of autocratic imperialism, and we insist that we respect others' views, that we believe in democracy. This means, then, that we must negotiate, that we must build this kind of human relations into our own personal experience.

5. Try a "world problem" approach at least part of the time, instead of taking up separate countries. The problems of food, houses, transportation, industry, religion, and government

lend themselves to this approach. Committees or work-groups can take these problems by areas—possibly nationally, but better as "desert lands," "undeveloped areas," etc., their reports contributing to the class project. Scrap-books add incentive and interest.

6. Evaluate your curriculum. Are we justified in spending much time on the Eskimo or on the primitive African, however much fun it is to build their villages in sand tables? China, India, the U. S. S. R. are today the nations undergoing the most rapid social change, and they are among the nations with whom we are most vitally concerned. Our very survival may depend on understanding them, and yet they are cultures still very inadequately—and usually inaccurately—presented in schools. More and more material is becoming available. We must learn to locate it and to put it to work in our curriculum.

7. Keep all materials and information up-to-date, colorful, and interesting. Children, even more than adults, dislike pictures, maps, and texts that are out-of-date. Do your maps show Pakistan and Israel? Are your pictures of planes, trains, and cars modern? And does your bulletin board have photographs of the current scenes in Suez, Tunisia, and Indo-China? The world of reality is exciting and dramatic, and the child of today, reared on comic books and Hollywood films, likes strong fare. And "international correspondence" with real children in other lands might give meaning to the usually dull exercise of letter-writing.

8. Add to your social studies units in every way possible. Good films for children are hard to find, but there are some, as for instance the United World-Castle's "The Earth and Its People Series," and the International Film Foundation's "Family" films, which emphasize family life and which have a sympathetic treatment. *The United Nations World* is one of many periodicals with excellent pictures and articles. The wealth of children's reading books increases daily, but beware of assuming that any book about children in a foreign land is good. It may give quite the wrong attitude, and will, if the Chinese are wearing pig-tails or working in a laundry, if the Hindu is always a coolie in the rice fields. The American Library Association, the United States Office of Education, and the children's librarians in many of the big city libraries, conscious of the dangers in stereotypes, have made selected lists. Other types of supplementary materials are also numerous, but many are of doubtful value. It pays to consult current bibliographies, such as Leonard

Kenworthy's *Free and Inexpensive Materials on World Affairs*, and *Developing World-Minded Children* (available from Dr. Kenworthy at Brooklyn College, Brooklyn, N.Y.), and *Selected Pamphlets on the United Nations and International Relations*, prepared by Margaret Cormack and published by the Carnegie Endowment for International Peace, 405 W. 117th Street, New York 27, N.Y.

9. Make greater use of international symbols. We Americans think less symbolically than most peoples, but the subtle transfer of attitude from symbols is strong. The United Nations flag is important today, but so are the grouped flags of the nations, because in them we see that we are one among many. Perhaps the globe—especially if up-to-date—is the best symbol of all. It should be in a prominent place, where the pupils can always see it, and used constantly as visual proof of the geographical unity of nations.

10. Think about the attitudes that are being created in the classroom. With the best of intentions, many teachers have done harm in teaching "tolerance," a concept connoting superiority and inferiority. It is harmful, too, to extol United States leadership, even in a benevolent sense, unless with a sense of responsibility toward the many ways of life that must be respected, and with a sense of humility. Paternalism is not appreciated by the recipient. Particularly because we are rich and powerful must we guard against seeing ourselves in relation to others as "money power" and "military power." Do we really want a "Pax Americana," or "American Century?" We will have them—and the inevitable bitter revolt against them—if we continue to talk about making others in our image. Example is always better than preaching.

11. Understand the evolution of international organization, and that the process is still taking place. The United Nations is not a static "cure-all," to be supported or not according to its usefulness. The League of Nations was based almost solely on ideals, and failed; the United Nations is more realistic, with more structure, specialized agencies working for social and economic improvement, the beginning of an international army, and a step toward international social theory with the Covenant of Human Rights. Any effective international organization of the future must have a respected and enforced international law, based on positive and active social theory. But these are concepts difficult for children to grasp. We can move toward them if we know that the United Nations has been formed because of

common need, that it is important to us as well as to others, that we are a part of it, and that we must work to improve it. All of these lessons can be taught to children. And, if the teaching be skillful enough, all can be understood.

#### NEW RESPONSIBILITIES

THESE concepts should underlie all the work in the classroom, and cannot be put in a "kit" or on the bulletin board. That means the teacher should replenish his own well of experience and understanding, and, indeed, dig it deeper. There are increasing opportunities for this today, with clubs and study groups espousing "internationalism." It is no coincidence that many books and periodicals are now devoting much space to a study of Europe, the Middle East, Asia. The human dramas now playing are real, and it is not like studying lion-hunting in "Darkest Africa" or head-hunting in Borneo jungles. American boys dying in Korea and those who may die in Germany, Egypt, or Indo-China are not youths out for adventure. They pay the blood-price of national apathy and ignorance, as we all do with our mounting inflation, bewilderment, and fear.

"Why was I so uninformed about the Japanese?" a bitter G. I. from the West Coast cries. "Why didn't I know that over half of the people of the world are colored?" a disturbed graduate student rails. "Our education has failed us," many insist.

The immorality of ignorance is as great as the immorality of machination. Teachers, though burdened, will have to accept a re-orientation of their own attitudes. Do we read Northrup's article in "The Mind of Asia" in *Life* magazine? Does it incite us to delve into his masterful book, *The Meeting of the East and West*? Do we think on the implications of Payne's *Red Storm Over Asia*, Michener's *Voice of Asia*, or Douglas' *Strange Lands and Friendly Peoples*? Do we know what our United States foreign policy is, and why it is so constantly criticized today? If not, we are unfit to guide children of today.

This is an age of total war, of total destruction—a stark fact that most Americans, not having experienced it, do not realize. The cost of war is so great that nations must learn to live together in peace, *however difficult the learning*. These issues will not be resolved by the Security Councils of the future. They will be determined in the classrooms of the world, where the children of the world will either learn and practice community life—or march forever to the drums of fear.

# Notes and News

## The National Council at Dallas

By MERRILL F. HARTSHORN

THE Thirty-second Annual Meeting of the National Council for the Social Studies will be held in Dallas, Texas, November 27-29. Both the Baker Hotel and Adolphus Hotel will be used for meetings, special events, and housing of delegates. The complete program, including reservations blanks for rooms, tours, special events, and meals will be mailed to all NCSS members by November 1.

Plan now to attend this important meeting of your professional organization. All social studies teachers, administrators, and other interested individuals are cordially invited to attend. The advance interest in this meeting is running high, and all indications point toward an outstanding meeting. You will profit and can help make this meeting a success by attending and participating in the program and by encouraging your colleagues to join with you. You will receive inspiration and help on many problems. You will have an opportunity to meet and talk with other leaders in the social studies. The Texans are planning a big welcome for you in the inimitable Texas fashion. You will not want to miss it.

John H. Haefner, program chairman, has done an outstanding job of building a varied program to meet the interests of social studies teachers at all grade levels. An exceptionally fine group of speakers and participants have been secured for the various parts of the program. Robert H. McKay, assistant superintendent, Dallas Public Schools, is chairman of the Local Arrangements Committee and is assisting in a variety of ways.

### SCHOOL VISITATION

Anyone wishing to visit elementary, junior high school, and senior high school classes in the public, private, and parochial schools of the City of Dallas and Metropolitan Communities before or after the Annual Meeting of the NCSS is cordially invited to do so.

It is requested, however, that those persons interested in visiting schools make arrangements through Herman F. Benthul, Consultant in Elementary Education, or Jessie F. Cardwell, Coordinator of Secondary Education, Dallas Independent School District, 3700 Ross Avenue, Dallas,

Texas. Please note specifically the type of school and grade level you would like to visit. All communications concerning visits should be made by November 17 in order to assure all arrangements for visits on arrival in Dallas.

### THURSDAY, NOVEMBER 27, 1952

Registration will begin at 10:00 a.m. on the Mezzanine Floor of the Baker Hotel. At the same time, the extensive exhibit of educational materials will be opened. Leading publishers of a wide variety of social studies materials and teaching aids will be represented in the exhibit.

From 1:45 to 3:15 p.m. there will be open meetings of NCSS Standing Committees. All members are urged to attend the committee meeting of their choice.

The *Texas Roundup and Chuck Wagon Dinner* will be a gala occasion and lots of fun and food. Casa Linda Lodge will be the place on Thursday from four to seven o'clock. Buses will leave the Baker Hotel at 3:30 o'clock, returning in time for the evening meeting. En route, the group will visit the Hall of State, home of the Dallas Historical Society for an informal reception. A small charge of \$1.00 will be made to cover transportation and a small portion of the cost of the meal.

At 8:15 Julian C. Aldrich, president of the National Council for the Social Studies, will preside at the first general session at which Stanley Andrews, Administrator, Technical Cooperation Administration, Mutual Security Agency, United States Department of State, will speak on "Point Four as An Approach to World Understanding."

### FRIDAY, NOVEMBER 28, 1952

From 7:30 to 8:45 a.m. there will be breakfast meetings: the Texas Council for the Social Studies; the Iowa Council for the Social Studies and the Joint Council on Economic Education.

From 9:00 to 11:00 a.m. there will be five section meetings that will present five fundamental issues in social studies common to all levels of instruction. Topics for these sessions are: (1) Priorities in Social Studies Instruction; (2) Evaluation in Social Education; (3) The Challenge of



the Gifted Student; (4) Reading: An Important Tool in Social Studies; and (5) The Future of the Social Studies: Proposals for an Articulated Curriculum.

These morning section meetings will be followed in the afternoon from 2:15 to 4:00 p.m. with fifteen discussion groups based on the same five topics as the presentations in the morning sections. The fifteen afternoon discussion groups will be arranged according to grade level. Three discussion groups will be arranged for each of the five morning sections with groups for the elementary school, the junior and senior high school, and the junior and community college.

The afternoon discussion groups are integral parts of the morning section presentations dealing with the same fundamental issues in social education. Those attending the meeting are urged to participate in the afternoon discussion group dealing with the grade level of their choice and corresponding to the section meeting they attend in the morning. Digests or outlines of the morning presentations will be available at the section meeting. Morning speakers will serve as resource members of the afternoon groups.

At 11:15 a.m. the second general session will be held. This will be the Annual Business Meeting with reports from officers, new business, and election of officers.

From 12:30 to 2:00 p.m., there will be seven meetings with speakers on the following topics: "The Jesse James Legend as a Phase of American History," "Federalism in the United States: Fact or Fiction," "Implications of Point Four for the Teacher of Geography," "The Persistent Problem of Our American Economy," "The Contribution of Anthropology to the Social Studies," "Teaching for Insight: A Sociologist's View," and "The Impact of the Social Studies in Germany: an Evaluation." With the exception of the last luncheon topic listed, all of the luncheon meetings are joint meetings with the professional organization in the field of the luncheon topic.

From 2:15 to 4:00 p.m. there will be the fifteen discussion groups referred to above in connection with the morning section meetings.

The Banquet (dress optional) will be held at 7:30 p.m. and will be chaired by Myrtle Roberts of Dallas, past president of the NCSS, and Edgar B. Wesley, now from Los Altos, California, and also an NCSS past president, will serve as toastmaster. Clarence W. Sorensen, Illinois State Normal University, and Educational Consultant to the Ministry of Education, Government of Pakistan, 1951-1952, will speak on "New Patterns in Southern Asia." The program will in-

clude dinner music, and other entertainment following the banquet.

#### SATURDAY, NOVEMBER 29, 1952

From 7:45 to 9:00 a.m. there will be two breakfast meetings: Officers of Local, State, and Regional Councils; and Editors of Local, State, and Regional Council Publications.

From 9:15 to 10:15 a.m. the fourth general session will be held on the topic: "Freedom to Learn: Censorship and Learning Materials in Our Schools." Chaired by Dorothy McClure Fraser, NCSS second vice president. Speakers will be Maurice Ahrens, Assistant Superintendent, Corpus Christi Public Schools, and Trevor K. Serviss, D. C. Heath and Company.

From 10:30 to 12:15 p.m. the final group of section meetings will be held. These will deal with topics of concern to all social studies teachers at all grade levels. Topics for these sessions are: "Censorship and School Materials"; "Teacher Education in the Social Studies: Some Next Steps" (at this session the NCSS 1952 Yearbook will be presented); "TV or Not TV? That Is the Question" (includes a demonstration and discussion of the use of TV in the classroom); "Furthering International Understanding Through Active Methods"; "Progress Reports on Significant Citizenship Education Projects"; and "Moral and Spiritual Values in the Social Studies Classrooms."

The fifth general session at 12:30 p.m. will be a luncheon meeting at which John H. Haefner, first vice president NCSS will preside.

From 2:30 to 4:00 p.m. the sixth general session will be held on the theme "Functional Audio-Visual Materials for the Teacher," chaired by Jack W. Entin, New York City. There will be four commentators on different aspects of this problem and a demonstration of "New Applications and Uses of an Old Medium."

#### TOURS

Complete information about available tours may be obtained from the information desk on arrival. There will be one organized tour for which pre-registration is desirable if a reservation is to be assured. This tour will encompass greater Dallas and include the following highlights: Dallas News Building, County Court House, historic cabin of the founder of Dallas, antiques shopping area, medical clinic area, Turtle Creek scenic area, Lee Park, Highland Park "Spanish" shopping village, Southern Methodist University, White Rock Lake, Lakewood shopping and residential district, Fair Park: Home of the Texas

Centennial and permanent museums. There will be a \$1.50 fee for bus transportation. Reservation blanks for this tour will be mailed with the program.

#### GENERAL INFORMATION

**Hotels.** Room reservations should be made directly with either the Baker Hotel or the Hotel Adolphus. Both hotels will be used for meetings and meal functions. Rates on rooms are: Hotel Adolphus, single \$4.50 to \$10.; double, \$7. to \$12.; twin beds, \$8. to \$12. Baker Hotel, single, \$5. to \$11.; double, \$7. to \$11.50; twin beds, \$8.50 to \$14. The hotels are located across the street from each other so they are equally convenient to the meetings.

**Advance Reservations,** with remittance enclosed, should be made for "Texas Roundup and Chuck Wagon Dinner," and all other meal events. The charge, which includes transportation, for the "Texas Roundup and Chuck Wagon Dinner" is \$1.00. Prices are \$4.50 for the banquet, \$2.50 for luncheons, and \$1.75 for breakfasts (tip included). Reservation blanks will be mailed with the program sent to all NCSS members.

**Registration.** Everyone who attends the Thirty-second Annual Meeting, or any part of it, is asked to register. National Council members may register without the payment of any fee. To facilitate registration, members are asked to present the registration card sent them with their programs. College students, certified as such by their instructor, will be registered for 35 cents. Other non-members may register for the entire convention for \$1.

**Exhibits.** The exhibits have always been one of the most highly rated features of the convention. Practically all major companies producing materials—textbooks, maps, and globes, charts, audio-visual aids, current events publications, and other teaching aids—used in social studies classrooms, will have their materials on display. It will be the largest and most complete collection of social studies materials that will be assembled anywhere this year. You will want to take advantage of this opportunity to examine this timely collection of social studies materials.

**Further Information** about the meeting may be obtained by writing to the National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington 6, D. C.

#### Committee on Professional Relations

Last spring the NCSS Committee on Professional Relations was organized, its plans were de-

veloped, and some activity was started. However, this fall this committee will greatly increase its activities and will earnestly solicit all the help it can secure from all NCSS members. Better still, NCSS members should not wait to be contacted by the regional representative and the members of the regional committees, but every NCSS member is urged to contact his regional representative to learn of ways in which he can be of service. Every NCSS member has a responsibility as a member of his professional organization to work together with his colleagues in strengthening his profession. The National Council for the Social Studies and the many local and state councils provide the most tangible channels through which social studies teachers can work together to achieve this goal.

The Committee on Professional Relations is working in a variety of ways to build membership and to strengthen national, state and local social studies organizations. It is contacting former members; promoting state and national memberships; publishing *News Notes*; helping in planning for cooperatively sponsored meetings; contacting instructors in teacher education institutions; and providing liaison between local, state and national councils. In carrying out this work for the advancement of the profession, your NCSS Regional Representative and the members of his committee need your help and ideas. Following is the list of members of the NCSS Committee on Professional Relations and the states in each region so you will have available the name of the person to contact in your region.

- Region I:* W. Linwood Chase, Boston University  
Stanley Wronski, Boston University  
Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut
- Region II:* Moe Frankel, 85 Wootton Rd., Essex Fells, N.J.  
New York, New Jersey
- Region III:* Eleanor Thompson, 117 N. Mole Street, Philadelphia, Pennsylvania  
Pennsylvania, Delaware, Maryland, District of Columbia
- Region IV:* Lawrence Haaby, University of Tennessee, Knoxville  
West Virginia, Kentucky, Alabama, Tennessee, Mississippi
- Region V:* William H. Cartwright, Duke University, Durham, N.C.  
Virginia, North Carolina, South Carolina, Georgia, Florida
- Region VI:* W. L. Gruenewald, Ball State Teachers College, Muncie, Indiana  
Wisconsin, Indiana, Michigan, Illinois, Ohio
- Region VII:* Beulah Buswell, Austin Public Schools, Austin, Minnesota  
North Dakota, South Dakota, Nebraska, Minnesota
- Region VIII:* Alvin Schild, University of Kansas, Lawrence  
Iowa, Missouri, Arkansas, Kansas, Oklahoma

*Region IX:* Myrtle Roberts, Woodrow Wilson High School, Dallas, Texas

*Region X:* Emlyn Jones, Seattle Public Schools, 815 Fourth Ave. North, Seattle 9, Washington

Washington, Oregon, Idaho, Montana, Wyoming

*Region XI:* California, Nevada, Utah, Arizona

*Editor, News Notes:* James Blakemore, Great Neck Public Schools, Great Neck, New York.

*General Committee Members:* Agnes Crabtree, Stonewall Jackson High School, Charleston, West Virginia; Robert Reid, N.E.A., 1201 16th St., N.W., Washington, D.C. Co-Chairman; Dorothy McClure Fraser, Adelphi College, Garden City, New York, Chairman. J. R. Skretting, School of Education, University of North Carolina, Chapel Hill.

## New England

The New England Association of Social Studies Teachers held two meetings last spring. The first was held March 29 at Harvard as a joint meeting with the Harvard Teachers Association. This program dealt with "The Middle East—Problems and Potentials" with Reverend Timothy F. O'Leary, president of the NEASST presiding. Featured speakers were Erwin Raisz, Lecturer in cartography, Harvard University, who spoke on *Glimpses of the Middle East*; and Charles L. Harding, Director of Middle East Affairs, New York, who dealt with *An Industrialist's Point of View*. This was followed by a panel discussion chaired by Joseph Skinner, Northeastern University, on *The Middle East—Some Specific Problems and Potentials*. Panel participants were: Rev. Francis W. Anderson, S.J., former Dean of Bagdad College; Mary R. Godfrey, teacher, West Springfield; Charles L. Harding, Director in Charge of Middle East Affairs; Helen I. Haugh, Hillyer College, Connecticut; Erwin Raisz, Harvard University; Rt. Rev. Eftimios Saba, former Rector of St. Savior's Seminary, Souda, Lebanon; and Judd L. Teller, Public Relations Director of the Jewish Agency for Palestine.

On May 17 the NEASST met in Chicopee, Massachusetts at Our Lady of the Elms College. The opening session chaired by Rev. Timothy F. O'Leary, president NEASST, featured R. O. Mertes, United Air Lines, who spoke on *Air Age Education*. At the following session, Henry J. Warman, vice-president of the NEASST, presided, speaking on the topic, *Post War Social Studies Revision*. Panel participants were John E. Fitzpatrick, Superintendent of Schools, Chicopee; Ronald B. Edgerton, Director of Social Studies, Brookline; Lillian M. Donoghue, Principal of Kirkland Elementary School, Holyoke; Leo Gaus, Principal of Technical High School, Springfield; Philmore B. Wass, Teachers College, New Brit-

ain, Connecticut; and Kenneth Winetrout, American International College, Springfield. The luncheon meeting was chaired by Rev. Timothy F. O'Leary, with Hubert Kregolok, news commentator, radio station WSPR, speaking on *Was Korea a Mistake?* T.F.O'L.

## Texas

Under the joint sponsorship of the National Council for the Social Studies and the various local groups mentioned below, Edwin R. Carr, chairman NCSS Publications Committee, made an extensive speaking trip through Texas last April. The places visited and the individuals responsible for the local arrangements for each of the meetings were: Corpus Christi, Maurice Ahrens; Dallas, Anna Bell; Commerce, Kenneth Evans; Lubbock, W. C. Holden and Mrs. De Alva Roberts; Canyon, Hattie Anderson; and El Paso, Mrs. Lorena Ford Smith.

The Executive Board of the Texas Council for the Social Studies met in Dallas on March 8 to discuss ways to strengthen the Texas Council and to help plan arrangements for the thirty-second Annual Meeting of the National Council to be held in Dallas November 27-29, 1952. Plans were made for increasing state and national memberships and for the distribution of the council bulletin. It was also agreed that at the time of the national meeting, the Texas Council would hold a business meeting at a breakfast session. At an earlier meeting in Houston, it had been voted that the Texas Council would hold its usual November meeting in conjunction with the Dallas meeting of the National Council.

All the following officers of the Texas Council attended this Executive Board meeting: President, Mrs. De Alva Roberts, Lubbock; Secretary-Treasurer, Julia Darnall, Dallas; Past President, Mrs. Bennie Crowther, San Antonio; Co-sponsor, Myrtle Roberts, Dallas; President of the Dallas Council, Anna Bell; Incoming Chairman District V Social Studies Section, Lois Gray, Fort Worth; and Board Members: Mrs. Ernestine Shelp, Houston; Jack Strickland, Denton; Sarah Price, Abilene; and Lola Campbell, Amarillo.

The Sabine Area Council of Social Studies held its spring meeting at the Lamar State College of Technology. Mrs. Sidney Pietzsch was program chairman. The sessions were opened by a business meeting at which Mrs. Anne Marie DuPerier, President of the Council, presided. There were three group meetings: *Using the Community Resources*, C. A. Davis consultant, assisted by R. W. Setzer; *Training for Responsible Citizenship*, C.



H. Wilbank consultant, assisted by Irving Dawson; and *Teaching Contemporary Affairs*, Preston B. Williams, consultant. At the dinner meeting Peter B. Wells spoke on *Training for Effective Citizenship*. D.A.R. and A.M.DuP.

### Nomination of NCSS Officers for 1953

Officers for 1953 will be elected in Dallas at the time of the NCSS Annual Meeting on November 27-29. Send your suggestions to any of the following members of the nominating committee: I. James Quillen, Stanford University, California, chairman; W. Linwood Chase, Boston University; Burr W. Phillips, University of Wisconsin; Edith West, University High School, Minneapolis; Mary G. Kelty, 3512 Rittenhouse St., N. W., Washington, D.C.; Dorothy Pauls, Soldan High School, St. Louis, Missouri; and Dorothy McClure Fraser, Adelphi College, Garden City, New York.

NCSS members should take this request for suggestions for names for officers as a serious responsibility. Your nominating committee needs your assistance. In suggesting names, please submit a brief biographical sketch of the persons you are nominating and indicate why you believe the persons you suggest would make good officers.

The officers to be elected in Dallas are: President, First Vice-President, Second Vice-President, and three members of the Board of Directors for a three-year term.

### 1951 Yearbook

Education for Democratic Citizenship, the 1951 Yearbook of the National Council for the Social Studies, edited by Ryland W. Crary, is now available. It is being sent to all National Council members whose membership was in good standing as of the month of November, 1951. The delay in the appearance of this Yearbook is greatly regretted, and the patience and understanding of those members who are entitled to receive it is deeply appreciated.

### NCSS 1953 Annual Meeting

Buffalo, New York, has been selected as the site of the 33rd Annual Meeting of the National Council for the Social Studies on November 26-28. Headquarters will be at the Hotel Statler. It is not too early to make a note of this meeting and the dates on your 1953 calendar.

One feature of this meeting that will be of special interest to NCSS members is the fact that the National Council of Geography Teachers will hold its regular annual meeting jointly with the

NCSS. This will help increase the prominence and importance of this meeting to all social studies teachers.

### St. Paul Council

The St. Paul (Minnesota) Council for the Social Studies has released its program for 1952-53. Topics and dates for their meetings are: October 1, "Who Should Participate in Politics?"; December 3, "What Effect Has American Aid Had on the Economy of My Country?" (a discussion by representatives from other countries); February 4, "What Is Unesco Accomplishing in the Field of Science?"; and April 22, "Personal Observations on Leading European Personalities." Mrs. Mary Pilch, Central High School, is president of the St. Paul Council this year. M.M.

### East Baton Rouge

Paul Witty, Northwestern University, addressed the East Baton Rouge (Louisiana) Social Studies Club on May 9. At the business meeting, James Q. Sylvest of Baton Rouge was elected president of the club. During the social period the members of the club were entertained by the choir from Belfair School. E.U.

### Kansas Council

The Kansas Council for the Social Studies held its spring meeting at the University of Kansas on May 3. The featured speaker for the program was David L. Gordon, Director, European Program Division, Mutual Security Agency, who spoke on "The Foundations of Mutual Security." Following this, three films produced by the Economic Cooperation Administration and the Mutual Security Agency were shown. Mr. Gordon introduced the films and answered questions stimulated by the films. The meeting also featured an exhibit of teaching materials related to the subject under discussion. L.M.

All social studies teachers and social studies organizations are invited to send in material for these columns. Send in notes on the activities of your school or organization and other items of general interest to social studies teachers. Mail your material as early as possible to Merrill F. Hartshorn, Executive Secretary, National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington 6, D. C. Contributors to this issue: Timothy F. O'Leary, DeAlva Roberts and Anna Marie duPerier, Maybelle Mattson, Elfrieda Upton, and Lulu McCanles.

# Pamphlets and Government Publications

Manson Van B. Jennings

## Science Research Associates

Among the organizations publishing inexpensive educational materials is Science Research Associates (57 West Grand Ave., Chicago 10) which publishes the Better Living Booklet Series for parents and teachers, the Life Adjustment Booklet Series for senior high school students, and the Junior Life Adjustment Booklet Series for upper elementary and junior high school pupils. These pamphlets are 40 to 48 pages in length, cost 40 cents each (or three for \$1.), and are printed on high quality paper suitable for the reproduction of the many cartoons and photographs found in each booklet.

Among the more recent Better Living Booklets are *Parents and Teachers As Partners* by Eva H. Grant, and *Your Child and Radio, TV, Comics and Movies* by Paul Witty and Harry Bricker. The former, after dealing with the role of parents and teachers, offers suggestions whereby both can work cooperatively toward common goals; the latter, although it presents the pros and cons with regard to young people's indiscriminate use of the radio, TV, comics and movies, is primarily concerned with providing constructive suggestions for the best use of these forms of amusement—while at the same time making it abundantly clear to parents and teachers that they have a real responsibility for seeing to it that these media of entertainment provide experiences that are an asset instead of a liability in the personal and social development of youth. Among the numerous other titles of this series are: *Helping Your Children Read Better*, *Guiding Children's Social Growth*, and *Helping Children Understand Sex*. These titles should suffice to demonstrate the wide range of topics in these booklets as well as their pertinence for teachers.

The Life Adjustment Booklets for senior high school students are designed to help young people solve the problems of everyday living. Some titles, such as *Looking Ahead to Marriage*, or *Choosing Your Career* should be useful in guidance work, while others such as *Keeping Up With the News*, or *Primer of Atomic Energy* should prove valuable in the teaching of modern problems or contemporary history. Two pamphlets of this series published in 1952 are Ruth Strang's *Facts About*

*Juvenile Delinquency*, and Judy Flander's *Baby-sitters' Handbook*. The one deals with the facts of juvenile delinquency and provides suggestions for teen-agers to follow in developing a program for coping with such delinquency; the other provides a very practical guide for teen-agers who are increasingly in demand to serve as baby sitters. Incidentally, a teacher's guide is sent free of charge with each order of 15 or more booklets of the same title.

The Junior Life Adjustment Booklet Series is much less extensive than the other two series published by Science Research Associates. At this writing only nine titles have been released, but they present the same variety of topics that is typical of the other two series. The most recently published of the Junior Life Adjustment Booklets are *Guide to Good Manners* by Mary Beery and *High School Ahead!* by Rolfe Lanier Hunt. They seem definitely to have been written and edited with an eye to the younger reader and are abundantly illustrated with appealing drawings and cartoons.

## International Conciliation

In June, 1952, the Carnegie Endowment for International Peace (405 West 117th St., New York 27) published its 482nd issue of *International Conciliation*, a periodical that has long been highly regarded by students and teachers of modern world history. Having for years been published at a subscription price that seemingly did little more than cover the cost of postage, *International Conciliation* has finally come to the point of giving at least slight recognition to the inflationary trend of which we are all so painfully aware and has announced new rates effective September 1, 1952. Henceforth, single copies will be sold at 15 cents; a year's subscription will cost \$1. and the bound volume for 1952 will be priced at \$1.50. Moreover, no subscriptions will be made for more than one year.

Each issue is generally devoted to a single topic of timely importance to the student of current affairs, a topic that is treated in a well rounded manner so that the historical backgrounds as well as current issues and problems are presented. The writing is scholarly and unpretentious; the format

is hardly designed to attract the interest of the average high school student; but the articles are frequently invaluable for the student or teacher who reads with a purpose. The following titles of *International Conciliation* for 1952 should give some indication of the range and type of topic to which the magazine is devoted:

Arno G. Huth, *Communications and Economic Development* (January)  
 Paul Mohn, *Problems of Truce Supervision* (February)  
 Albert Lepawsky, *The Bolivian Operation—New Trends in Technical Assistance* (March)  
 Aleksander W. Rudzinski, *Admission of New Members—The United Nations and the League of Nations* (April)  
 J. C. Hurewitz, *Unity and Disunity in the Middle East* (May)  
 Robert Triffin, *Monetary Reconstruction in Europe* (June)

### Chamber of Commerce of the U. S.

The Chamber of Commerce of the United States has for many years published pamphlet materials useful for instructional purposes in senior high school social studies classes. A full bibliography of their booklets will be sent free of charge by addressing a request to the Economic Research Department, Chamber of Commerce of the U.S.A., 1615 H Street, N. W., Washington 6. While single copies of a few of the items are free, most of the publications range in cost from 20 to 50 cents.

Typical of their materials are: *The American Competitive Enterprise System*, last revised in 1947, and presenting a brief description and analysis of the American enterprise system (24 p. 10 cents); *How Much Can Our Economy Stand?* dealing primarily with the impact of taxation and government spending (1951, 34 p. 50 cents); *Socialism in America*, an analysis of the drift toward socialism in the United States, and a consideration of the merits—or rather, demerits—of a socialist economy compared with free and voluntary capitalism (74 p. 50 cents); and *Communism—Where Do We Stand Today?* a report on the threat of communism at home and abroad (1952, 55 p. 50 cents).

### The Brookings Institution

The Brookings Institution, in addition to its numerous books and monographs, also publishes a great many pamphlets that should prove valuable to teachers and students of the social studies. For a bibliography of its publications, address a request to The Brookings Institution, 722 Jackson Place, Washington 6. Its most recent booklet is entitled, *America's Wealth—The Last Hundred Years and the Next* (1952, 48 p. \$1.), an illustrated

story of our economy based on Harold G. Moulton's *The Dynamic Economy*. The cartoons, charts, graphs, photographs and general format should appeal to youth of high school age, while the text itself is sufficiently mature to challenge our most capable students. The material is divided into three parts: "How we got where we are," presenting a brief decade-by-decade analysis of our economic development in the last 100 years; "Where we are going," dealing with the current goals of economic activity; and "What we must do," pointing out the need for a national policy designed to achieve a standard of living 100 years from now that will be many times as high as that of today.

### Miscellaneous Materials

Of the many reading guides useful to social studies teachers, perhaps the least expensive is the 35-cent pocket book entitled, *Good Reading* (a Mentor Book published by the New American Library of World Literature, 501 Madison Ave., New York 22: 15th rev. ed., 1952, 226 p.). *Good Reading* is edited by a Committee on College Reading under the chairmanship of Atwood H. Townsend, and is sponsored by the National Council of Teachers of English. Dealing with all types of literature including the drama, novels, biography, and history in various periods from ancient Greece to the present, this volume can be particularly helpful to world history teachers. Teachers will also welcome the fact that this book provides a helpful guide to inexpensive editions of the various works cited.

The Bureau of Labor Statistics of the United States Department of Labor provides two services helpful to teachers concerned with vocations or vocational guidance. From time to time the Bureau publishes an addition to the Occupational Outlook Series, a series of pamphlets, each one of which is devoted to a particular occupation. These bulletins may be purchased directly from the Superintendent of Documents, United States Government Printing Office, Washington 25, at prices ranging from 15 to 55 cents. Among the latest of these to be released is *Employment Outlook in the Merchant Marine* (Bulletin No. 1054: 1952, 38 p. 30 cents), presenting not only the employment outlook, but also a description of the various jobs in the merchant marine as well as the qualifications and training necessary for the various positions. At the end of this pamphlet is a bibliography of previous publications in the series, covering some 18 different occupational areas.



# Sight and Sound in Social Studies

William H. Hartley

## Film of the Month

*Hindu Family.* 11 minutes; black-and-white; purchase price, \$50; rental, \$2.50 for three days. Encyclopaedia Britannica Films Inc., Wilmette, Illinois.

This documentary-type film centers around the marriage of a young girl living in the province of Gujerat, India. In connection with this event, the motion picture gives a portrayal of family relationships and every-day work and play in the village of Atgaum. We have chosen this motion picture as our feature-film of the month because of the great need for material which helps to bring about an understanding of this leading area of Asia. *Hindu Family* pictures a typical community of India and bears the markings of the new independence which has come to this land since its reorganization.

The film opens with a map of India which locates the scene of the story which follows. Ganga, the village chieftain's daughter, at the age of fourteen, is preparing for her marriage. She invites her former teacher and we have an opportunity to see an Indian school in session. Ganga then visits shops in the village to see about the wedding bracelet, the bride's sari, and the earthenware for the wedding feast. At home, grandmother supervises the work of the household, mother prepares dinner, and the men come home from their work. We see a typical Hindu vegetarian meal. The climax of the film comes with the colorful wedding ceremony led by a Brahmin priest.

The choice of the family of a village chieftain as the central group in this film may well be criticized. We see here no poverty-stricken group in need of economic assistance. The producers were aware of this fact and deliberately chose to present a picture of one family in India. This was done because it was felt that the most enduring educational values would be assured by this type of picture. It is also apparent that there is a need to show that there is a growing middle class in India and that Americans should see this side of Indian life. Certainly this should not be the only side of life in India which is presented to the students. It does not claim to be a complete pic-

ture of life in this land—if, indeed, a complete picture could be made. It is the feeling of this reviewer that there is a need for more films which do a good job in a limited area rather than trying to do everything in one film. This film does a good job of presenting a view of life as it is lived by a *Hindu Family*.

## Recent 16-mm Sound Films

Encyclopaedia Britannica Films, Inc., Wilmette, Ill.

*Alcoholism.* 22 minutes; sale, \$85; rental, \$4.50 for three days. A sound medical approach to the problem as it interprets a number of carefully-analyzed case histories and helps to dispel many of the myths which obscure real understanding of alcoholism.

*Ballad of the West.* 13 minutes; sale, \$65. Based on western folk tunes, this film tells the story of a cowboy's longing to have his own herd and brand and to be his own boss.

*Drug Addiction.* 22 minutes; sale, \$95; rental, \$4.50 for three days. The story of a high school youth who tries heroin as an "experiment," steals to get more and becomes a grave liability to society.

*Insurance Against Fire Losses.* 15 minutes; color; sale, \$140; rental \$4.50 for three days. Presents the basic principles of fire insurance as an institution to meet possible financial loss through fire.

*Laplanders.* 11 minutes; sale, \$85. Portrays the dependence of the Lapps on the reindeer for food, clothing and transportation.

*Morning Star.* 35 minutes; color; sale, \$285; rental, \$10 for one to three days. The saga of a 52-day trek, the annual migration of a herd of sheep from the Salt River Valley in Arizona to the summer pastures of the White Mountains.

*People Along the Mississippi.* 22 minutes; sale, \$85. Follows a toy boat down the Mississippi River and visits people of different background living along the Mississippi.

*Producing for Defense.* 22 minutes; sale, \$85; rental, \$4.50 for three days. The problem of producing for defense and at the same time providing for civilian needs is discussed by Paul Hoffman, Clint Golden, and I. Frederic Dewhurst. Ben Grower serves as moderator.

*Safety on the Street.* 11 minutes; color; sale, \$100. Combines information on street safety with an interesting story of rivalry between two youngsters for a place on the school safety patrol.

*The Longhouse People.* 22 minutes; color; sale, \$150. The Iroquois Indians portray in their ceremonies the hopes, fears and sorrows that are common to all men. Four important tribal dances of the Canadian Iroquois are shown.

*Working Together.* 20 minutes; sale, \$100. A case history of labor-management cooperation produced by the Twen-

Eighteenth-Century Fund. Shows the relationship between the American Lead Pencil Co., Hoboken, New Jersey, and the local unit of the Textile Workers Union, C.I.O.

Graphic Services Section, Bureau of Mines, 4800 Forbes St., Pittsburgh 13.

*A Modern Story of Bituminous Coal.* 25 minutes; color; free loan. Presents the highlights of the industry—from the mining of the coal with the most up-to-date equipment, through the washing and market preparation stages and distribution, to its use in power plants, steelmaking, factory and home.

*California and Its Natural Resources.* 40 minutes; color; free loan. How California's pools of oil and natural gas and her water have provided the power making possible the development of her mining and forest resources, her varied and expanding industries and her irrigated agriculture and commercial fisheries, forms the theme of this film, which also depicts California's great and fast-growing cities and her year-round recreational facilities.

*Lead from Mine to Metal.* 28 minutes; color; free loan. Answers the question as to where lead comes from, how it is found, mined, melted, smelted and refined.

## Filmstrips

British Information Services, 30 Rockefeller Plaza, New York 20

*Century of Progress in Communications.* 21 frames; sale, \$3. This review recovers a period in which science conquered distance, speeding communication from what it was in the days of the mail coach to the swift services covering the world today.

*Century of Progress—Photography.* 24 frames; sale \$3. Shows the early discoveries in photography and records in detail the work which the camera is doing in medicine, in industrial research, in the laboratory, and both high above the earth and under the sea.

*City of Birmingham.* 24 frames; sale, \$3. Birmingham, Britain's second city, hub of the Midlands industrial belt, is traced in history with emphasis on the industrial revolution and the present state of industry.

*Community Development in West Africa.* 21 frames; sale, \$3. How schools, roads, medical facilities and water supplies are being built by the villagers of West Africa who will benefit directly from them. Emphasizes the way in which the people are learning how to work together for their own good.

Encyclopaedia Britannica Films, Inc., Wilmette, Illinois

*Character Building.* Set of 16 filmstrips; color; sale per set \$72; each, \$5. Primary grade filmstrips on *Kindness, Consideration, Sharing, Honesty, Thoughtfulness, Acceptance, Helpfulness, Promptness, Fair Play, Neighborliness, Willingness, Preparedness, Encouragement, Thankfulness, Protectiveness, Cleanliness.*

*Mediterranean Culture.* Series of 5 filmstrips; color; sale, per set, \$22.50; each \$5. The cultures of ancient and modern Mediterranean countries shown here include architectural works, sculpture and monuments. Valuable for World History or Ancient History classes. Titles are: *Ancient Egypt, Modern Egypt, Ancient Rome, Modern Italy, Ancient Athens.*

*Northern Europe.* Series of 5 filmstrips; color; sale, per set \$27; each, \$6. Designed for the middle grades, these

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filmstrips outline the basic geographical concepts about land, industry, customs, agriculture, and places of interest. There is a strip on each of the following countries: Norway, Denmark, Sweden, Belgium, and The Netherlands.

## Maps and Atlases

C. S. Hammond & Co. (521 Fifth Ave., New York 17) recently announced a series of cartographic aids for keeping students in touch with the U.S.S.R. Among their offerings is an *Atlas of the USSR*, 11½ x 9½ inches, 42 pages, with 26 detailed maps. This atlas sells at \$1.85. Also available are *Historical Atlas of the USSR*, Vol. I, from the earliest period to the 17th century; Vol. II, 18th and 19th centuries, and Vol. III, first part of the 20th century. All these atlases are published in Moscow and sell for \$1.50 each. Outline maps of Russia are also available at \$3.00 per hundred.

*Booklover Picture Maps* are now available from the R. R. Bowker Co. (62 West 42nd St., New York 19) on the following topics: *Booklover's Map of the United States, Booklover's Map of the British Isles, Battle Map of History and Story, and A Map of the Americas.* The maps are printed on linen-like paper, 20 by 26 inches on the average and cost \$1.50 each, less 20 percent school discount.

Almost as exciting as being part of an arctic expedition is learning the results of the discoveries made on that expedition. The new Denoyer Geppert Physical-Political map of Canada, published earlier this year, shows the results of many recent arctic expeditions. Cities and towns are located on the new map by symbols graded according to the population given in the 1951 census. Railroads are shown, some for the first time on any map. The map is drawn to a scale of 50 miles to the inch, using a conic projection

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with standard parallels at 48° and 68°. While the map showing Canada in its entirety is 72 by 64 inches, it is possible to obtain two complete sections (East Canada and West Canada) each 44 by 64 inches. The map is published by the Denoyer-Geppert Co., 5235 Ravenswood Ave., Chicago).

## Outstanding Films and Filmstrips

Each year *Scholastic* magazines in collaboration with a panel of educators choose the outstanding educational films, sponsored films and educational filmstrips of the preceding year. Here are the titles as recently announced in *Scholastic Teacher*.

### Educational Films

- Ages and Stages.* The physical and social and emotional growth of children. (McGraw-Hill Book Co., 330 W. 42nd St., New York 18)
- Angry Boy.* How psychiatric care traces a boy's emotional disturbance to its basic cause and helps him to recover. (International Film Bureau, 6 North Michigan Ave., Chicago 2)
- Balzac.* Film biography of the French novelist. (A. F. Films, 1600 Broadway, New York 19)
- Booker T. Washington.* The great Negro's struggles to free his people from ignorance, poverty and fear. (Encyclopaedia Britannica Films Inc., Wilmette, Ill.)
- Breakdown.* Study of schizophrenic breakdown of a 23 year-old working girl. (McGraw-Hill Book Co., 330 W. 42nd St., New York 18)
- Daybreak in Udi.* Story of native initiative in building a maternity hospital in Africa. (British Information Services, 30 Rockefeller Plaza, New York 20)
- Maps and Their Meaning.* Meaning of different colors of a physical map, types of land in each color area, man's use of each land type. (Academy Films, Box 3088, Hollywood, Calif.)
- Mount Vernon in Virginia.* Interior and exterior of Washington's home. (McGraw-Hill Book Co., 330 West 42nd St., New York 18)
- Right or Wrong?* A teen-age boy is faced with moral decisions. (Coronet Films, Coronet Bldg., Chicago 1)
- Science in the Orchestra.* How music is produced and

heard. (McGraw-Hill Book Co., 300 West 42nd St., New York 18)

*The Steps of Age.* Problems of, and adjustment to, old age. (International Film Bureau, 6 North Michigan Ave., Chicago 2)

## Sponsored Films

- Adventures in Telezonia.* Correct use of the telephone. (American Telephone & Telegraph Co., 195 Broadway, New York 7)
- American Cowboy.* Year-round work and life of the cowboy today. (Ford Film Library, Ford Motor Co., 3000 Schaefer Rd., Dearborn, Michigan)
- And Then There Were Four.* A traffic law observance lesson. (Socony-Vacuum Oil Co., Film Library, 26 Broadway, New York 4)
- Arizona and Its Natural Resources.* Geography and history. (Bureau of Mines, 4800 Forbes St., Pittsburgh 13)
- Driver Education Series.* Tested teaching films on driving skills. (General Motors Photographic Department, General Motors Building, Detroit 2)
- For Some Must Watch.* How a life insurance agent influenced three families. (Institute of Life Insurance, Motion Picture Division, 60 East 42nd St., New York 17)
- How to Catch a Cold.* Basic do's and don't's of cold prevention. (Association Films, 35 W. 45th St., New York 19)
- Seminole of the Everglades.* Ways of life, problems, and what the United States tries to do for them. (P. Corilland Co.—Distribution to be announced.)
- Thanks for Listening.* Good telephone usage. (American Telephone and Telegraph Co., 195 Broadway, New York 7)
- With These Hands.* Story of the International Garment Workers Union. (Education Department ILGWU, 1710 Broadway, New York 19)

## Educational Filmstrips

- American Bird Guide Series.* 112 Familiar American birds. (Young America Films, 18 E. 41st St., New York 17)
- Basic Economic Series.* Economic theory presented through the history of an imaginary primitive community. (Encyclopaedia Britannica Films, Wilmette, Ill.)
- Children of Latin America Series.* Stories of boys and girls in Brazil, Mexico, Guatemala, Peru, Chile, Argentina. (Young America Films, 18 E. 41st St., New York 17)
- Children of the Orient Series.* Boys and girls of Saudi Arabia, Turkey, Philippines, China, India, Egypt. (Young America Films, 18 E. 41st St., New York 17)
- Etiquette Series No. II.* Social conduct for teen-agers in and out of school. (McGraw-Hill Book Co., 330 W. 42nd St., New York 18)
- Masks of North American Indians.* Illustrates and explains masks used by Indian tribes. (Stanley Bowman Co., 513 West 166th St., New York 32)
- One Day With Billy.* Story of a rejected child and his subsequent frustrations. (Metropolitan School Study Council, 525 West 120th St., New York 27)
- Rumor Clinic.* How rumors spread and are distorted and how they may be checked. (Anti-Defamation League of B'nai B'rith, 212 Fifth Ave., New York 10)
- Simplified Staging.* Basic Instructions for constructing stage sets. (National Film Board of Canada, distributed by Stanley Bowman Co., 513 West 166th St., New York 32)
- South Africa and Its Problems.* The land and people of South Africa today. (Life Filmstrips, 9 Rockefeller Plaza, New York 20)



# Book Reviews

THE PAST THAT LIVES TODAY. By Carl Becker, Sidney Painter, and Yu-shan Han. New York: Silver Burdett Co., 1952. vii + 856 p. \$4.32.

Once, not so long ago, it was possible for social studies teachers to say the same thing in the same way year after year. Innovation was at the best suspect and at the worst downright dangerous. Life in the classroom, if not quite padded and petrified, was certainly not very exciting. "Ask for the old ways and walk therein, and ye shall find rest for your souls." Thus spake the prophet and his words were words of comfort and assurance for those who felt that what was good enough for their fathers was good enough for them.

Today no man can sit quietly under the greenwood tree. Teachers who rest in the midst of storm and challenge serve America ill. "The greatest thing America can do for this world is to make a success of what it is doing right here on this continent and to bring itself to a point where its own national life is one of harmony and stability and self-assurance." This clear assertion, quoted from George F. Kennan in *The Past That Lives Today*, states a hope and an ideal. One place where the realization of that hope and that ideal can begin is in the classrooms of America. Where people with courage and conviction and vision gladly teach the truth the nation does not perish.

At this critical point in the time-scale there are many tasks confronting the teacher in America. One of these tasks is to shape new world history courses calculated to show our students what happened and why. What kind of world have men built? What is the reality? What the ideal? What the dilemma? What can be done to defend and improve the best things and values we have inherited from our fathers?

*The Past That Lives Today* is an excellent book because it has been written to meet the needs of teachers and students now, in the middle of the twentieth century. The frequent discussions, the selection of content, the enforced evaluations, the writing itself, these must have been long and arduous tasks. It is right that the final achievement should be widely read and praised.

The authors never lost sight of their targets. Here are described the little people and their daily problems, past and present: the basic strands of the yesterdays that shine in the pat-

terns of the now; the development of natural resources; the discovery and use of tools and the relations of progress and power; the stories of civilizations described from their own rather than the modern western point of view; the various ways of thinking of men far away and long ago.

Here, too, are skilled drawings, new types of maps and charts, new kinds of tables, reading lists, detailed suggestions for oral reports, essays, map exercises, examination questions.

*The Past That Lives Today* is divided into eighteen units with such titles as these: How the Building Began, The One World of Rome Becomes Three, The Far East Continues Its Ancient Ways, Science Revolutionizes the Western World, The Far East Is Drawn Into World Affairs, What Kind of World Have Men Built.

This kind of book is surely better for everyone than the older texts that described so well and wearily the rise and fall of nations. The professors of history who worked with Mr. James Blakemore, their high school consultant, to make *The Past That Lives Today* deserve our congratulations and thanks. Those who have awaited healthy changes in the writing of high school textbooks are not displeased.

GOLDWIN SMITH

Wayne University

HISTORY AND HUMAN RELATIONS. By Herbert Butterfield. New York: The Macmillan Company, 1952. 254 p. \$3.50.

In the eight illuminating and provocative essays which comprise this volume, Dr. Butterfield, Professor of Modern History at Cambridge University, seeks to draw us away from "merely contemporary views and short-range perspectives." To deal with the problem of what he calls "modern barbarism," he urges a re-evaluation of human relations, a realm in which man's progress has lagged tragically behind his achievements in the material world. The recognition of the need for such a re-evaluation is, of course, not new. What Dr. Butterfield emphasizes is the importance of making an effort to find out what lies behind the personalities of men "who are not like-minded with oneself." This calls for the exercise of a large measure of charity and sympathy and the practice of the Christian precept, "Love your neighbor." Such an approach is needed not

only in the relations of man with man, if the tragic perplexities of our age are to be overcome, but in the attitude of the historian, who "must put himself in the place of the historical personage, must feel his predicament, and think as though he were the man." Hence the author warns against turning everything in history into a process, a scheme, or a force. "Personalities are the irreducible things," and individuals should be regarded as ends in themselves.

These, then, are the major threads which run through the series of essays. But there are many subsidiary ones, some of a more down-to-earth character. For the social studies teacher, the chapters on "The Tragic Element in Modern International Conflict," "Marxist History," "The Dangers of History," and "History as a Branch of Literature," should prove particularly rewarding. They provide a wealth of sage precautions for the reader, the writer, and the teacher of history. For example, Dr. Butterfield sees in the current power contest between East and West an "absolute predicament or irreducible dilemma" "each side locked in its own system of self-righteousness." This predicament, traceable in last analysis to man's universal sin, would exist even if there were no Communism in the world. As for the Marxist view of history, it errs in its narrowness of vision, having "eyes only for certain things." Among the "Dangers of History," the author points out that we began historical study with a condensed story, characterized by broad generalizations. We attempt to get a good view of the woods without having examined a sufficient number of trees. Again, the historian is frequently too much a child of his age, too prone to wish to please his contemporaries, suffering from an inelasticity of mind. In a sense all histories "are only interim reports," and there is a great need for regarding historical study as "a process of unlearning." Once historical knowledge hardens or freezes in the mind, it gives rise to a multitude of misconceptions. Finally, Dr. Butterfield throws out this challenge to the teacher: "...The finest things in education must come from the creativity of the teacher himself and are extra-curricular by necessity."

These are but a few of the gleanings from a book that is rich in historical illustration, pungently written, and humble in tone. It should go far in preparing the reader to avoid many a pitfall while trying to understand the meaning of the issues and problems of our time.

A. W. ROEHM

Oak Park and River Forest High School, Illinois

A SHORT HISTORY OF AMERICAN LIFE. By Nelson M. Blake. New York: McGraw-Hill, 1952. Pp. 712. \$5.75.

Professor Blake, Maxwell School of Citizenship and Public Affairs, Syracuse University, has chosen to make a new departure in American history textbook writing. He has written a social and cultural record of the transplanting of European institutions to American soil and the consequent modification of the old world heritage into that pattern which we popularly call the "American way of life." While *A Short History* does not deal with the details of elections and political history, it does trace the development of American political thought.

In the opinion of this reviewer American history, on the beginning level in college, ought to take some such direction as that which Dr. Blake has followed. There are two reasons for this. First, the majority of students in lower division classes are only a year or two removed from their high school history courses. Although they are wrong, they feel that beginning American history in college covers the same ground. Thus, many have lost interest before the course starts. Moreover, because of the varying backgrounds and apparent lack of foundation, the course frequently does dwell on the political and sometimes economic factors which were covered in the high school course.

The instructor sometimes feels that he must do this in order to reach a standard of preparation for subsequent courses although of course this also is a mistaken idea. The conventional text usually follows such a plan and it is likely that the teacher will utilize this framework for his course. Those students who felt that it would be "the same old thing" feel upheld in their convictions; many of the others are lost in the shuffle of routine memorization. While the politico-economic approach holds possibilities, if the level of instruction has been properly raised, many times in practice these are not realized.

Secondly, college history ought not to be fact-grubbing and memorization. Problems, issues, the conflicting of testimony, the bias of writers, and even a slight brush with historical research can characterize the initial study of American history in college. The social-cultural approach selected by Professor Blake can serve to implement this search and thus to raise the level of lower division college history instruction.

Unfortunately, in certain quarters, Blake's method will be called the Schlesinger-Fox emphasis and there are those who will argue that a

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well-rounded instruction will not result from this treatment of American history. Of course the same can be said for the political approach and possibly with much better reason. Indeed, the general lack of "basic" historical information indicated by the Nevins study would suggest this conclusion. Nevertheless, the younger or newer members of the faculty often are cautioned by the deans or others to emphasize political history.

*A Short History* is organized into four parts: Colonial Foundations, The New Nation, Triumph of the Businessman, and Democracy on the Anvil. This reviewer would particularly commend the second section. Certainly a thorough cultural knowledge of the years between the founding of the nation and the great expansionist controversy is indispensable to the development of either an educated man or any American citizen.

The references on the whole are excellent and probably complete enough. Some objection may be raised to the practice of grouping them together at the end of the book. Nevertheless,

several good reasons may have directed this procedure—one quite in harmony with the *History of American Life* series bibliographical notes.

Although Blake will have a general utility for comprehensive reading in social and cultural American history and, no doubt, many copies will be sold for this purpose, the reviewer thinks of it primarily as a syllabus and framework for study, discussion, and a searching of the evidence for opposing points of view or ideology. Thus, it ought to be continually in the hands of students for daily use. As it stands, it is too heavy to carry around conveniently. It might well have been broken up into two sections—one for each semester. These might have had cardboard covers and the cost would have been approximately the same or even less.

Such a procedure would have expanded the market for this very fine work so well calculated to assist in the study of American life and institutions.

KENNETH V. LOTTICK

Willamette University  
Salem, Oregon





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**INTERNATIONAL ORGANIZATION.** By Norman Hill. New York: Harper and Brothers, 1952. xii + 617 p. \$5.00.

In these days of numerous and still increasing international organizations this concise and up-to-date work on international organization by Professor Norman Hill of the University of Nebraska will prove of special usefulness. It provides a comprehensive survey of the field in terms and language designed for the layman and beginning student. Special emphasis has been placed upon the League of Nations and the United Nations, yet many functional organizations, established to deal with specific problems, are likewise given attention.

Part I, General Aspects, is introductory in nature, clarifying terms and tracing the development of international organization. Part II deals with Regional and Universal Organization, Part III is on Disputes and the Maintenance of Peace, IV on Diplomacy, Conference and Consultation, V on International Administration, and Part VI discusses possible revision of the U.N. Charter and the problem of world federation.

There is a good balance between the treatment of the structure and procedure of the U.N. and its actual performance to date. The chapter on "The U.N. in Action" provides a good account and clear analysis of the major controversies the U.N. was called upon to solve. Parts IV and V have special subsections on Conference and Consultation within the U.N. and on The U.N. in Administration. While the work is largely descriptive, the author does not refrain from evaluating and presenting his views on the shortcomings of the U.N. and on world federation, for instance: "To adopt the organization of federation and then to expect to reform our thinking is placing the cart before the horse" (590). Yet the main task the author set himself, was a study of the "machinery and the processes by which the nations promote their common interests and try to adjust their differences" (xii). International politics enters the picture only where it is absolutely essential to the more complete understanding of the workings of international organization.

There is "nothing magic," the author asserts, "in political organization whether it be national or world-wide in its application." A possible World War III would, no doubt, be followed by a new organization, perhaps a better one. In any case, "the future must start from the present; whatever may be ahead in the way of world organization, to be practicable, must have some

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(Other titles in preparation)

relation to our experience with the League of Nations and the United Nations" (xi).

On page 406 the date for the first Hague Conference is erroneously given as 1889—the correct date 1899 is mentioned elsewhere. On page 409 the word "later" in reference to the Algeiras and Portsmouth Conferences of 1906 and 1905 respectively should be changed to "earlier."

A commendable feature of this well organized and lucidly written text are the appendixes which follow each chapter and contain pertinent documents.

ALFRED D. LOW

Marietta College  
Marietta, Ohio

AMERICAN GOVERNMENT TODAY. By Ernest B. Fincher, John H. Ferguson, and Dean E. McHenry. New York: McGraw-Hill Book Company, 1951. 583 p. \$3.20.

The authors of this book have written an up-to-date account of government in the United States. The difficulty of writing such an account is more apparent to the writer and reviewers than the reader. Even a 1951 copyright could not include the changes in the immigration laws passed by the 82nd Congress; and television, stimulated

by two national conventions, has outgrown the authors' description.

Each chapter is introduced by an account of some incident from high school life which illustrates the principles of government which are later developed in the chapter. This attempt to unite theory with practice which is within the pupils' experience is supplemented by some suggested activities at the end of each chapter.

The authors explain the foundations of democratic government and the place of the individual in the democratic framework. Part two deals with public opinion, the electorate, and the need for government. Part three describes the machinery of government and includes local, state, and national governmental bodies.

The second half of the book deals with the functions of government and the main emphasis is on the executive departments of the national government.

Without any firm commitment to "States Rights," this reviewer believes that the despised local corner is more important to life and safety in his community than the F.B.I. man. The Keefauver Committee established the fact that the moral tone of a community depends on the local sheriff and prosecuting attorney. The 10th

Amendment when spelled out means that health, crime, education, care of dependents, roads, domestic relations, safety, recreation, employment services, and fair employment practices, are state responsibilities carried out under guaranteed sovereignty. The role of the Federal Government is adequately described as it touches the lives of citizens. However, the Federal Government touches us very seldom compared to the laws of the state in which we reside.

Effective civic know-how should probably include rather specifically the pattern for good government within a state. The basic problem here is always "how can we pay for it"? The search for an answer to this problem usually reveals the superior ability of the Federal Government to collect taxes and the need for some system of grants in aid to states to help them finance the work which they are called on to do.

HOWARD H. CUMMINGS

U. S. Office of Education

●

GENERAL METHODS OF TEACHING. By A. Gordon Melvin. New York: McGraw-Hill, 1952. viii + 251 p. \$3.75.

The author describes this book as, "about teaching for all interested teachers. The kind of teaching described here is valid on the graduate level, throughout college, in high school, elementary school, and kindergarten. It will also serve pre-teachers who are studying for their profession." The book takes up the teacher's problems in the order that they presumably appear in practice, from the realization of the task confronted, to evaluation. General attention is given to these problems, and illustrations are drawn from all levels.

The book has many good features including a demand for careful planning, a positive approach to discipline, a denunciation of regimentation, an assertion that there is no single method of teaching, and emphasis on the importance of the teacher.

On the other hand, the volume has many failings. It should be obvious that adequate help in method cannot be given to teachers of all subjects at all grade levels in 250 pages. There is little here to help either the experienced or beginning teacher as he adjusts to the community, locates materials of instruction, organizes these materials so as to provide rich experiences for his students, or plans for evaluation. Excellent works dealing with these problems are available, but the reader of this book will find refer-

ences to only a few of them, and will miss any annotations of what few references there are.

The teacher who assumes that elementary schools are as described in this book is doomed to disillusionment. The author indulges in wishful thinking when he says (p. 39) that, "the old system is already gone from the elementary school. It was that of subjects like history, geography, and so on." Unfortunately, such assertions are taken at their face value even by the attackers of the public schools, and professional educators should be more careful in making generalizations. Organization by subjects is the ordinary practice in elementary schools. With similar inaccuracy the author says (p. 298) that "child examination" has been abolished and speaks of "total promotion" as an accomplished fact. "Thus the old menace of subject-matter testing has passed from the elementary school." Leaving aside the loaded nature of this statement, it is erroneous. A casual reading of lists of currently published tests or a series of visits at random in elementary classrooms will show subject-matter testing to be an integral part of the American elementary school.

The only logical conclusion from the discussion of intelligence tests is that, since most schools do not employ psychologists, they should not use intelligence tests. Yet one is sure that the author does not really mean this.

It may be expected that so-called "traditional" teachers will ignore this volume. So-called "progressive" teachers will find fuller and more useful treatment of aims and procedures which are adapted to their own levels and fields of instruction.

WILLIAM H. CARTWRIGHT

Duke University

●

EDUCATION AND AMERICAN CIVILIZATION. By George S. Counts. New York: Bureau of Publications, Teachers College, Columbia University, 1952. xiv + 491 p. \$3.75.

George S. Counts has strongly influenced the thinking of American teachers through his analysis of education in American life in such works as *The Social Foundations of Education* and *Education and the Promise of America*. In this volume, the third in a series sponsored by the Horace Mann-Lincoln Institute of School Experimentation, Dr. Counts gives a description of an American education which would support the forces of democracy and freedom in the struggle with "the challenge of totalitarianism in its several forms."



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About half of the book is devoted to an overview of the American heritage, of the processes of change in American life, and of the origins and nature of American values. The treatment necessarily involves selection of certain elements for discussion and a rather generalized picture of the development of a society. The picture presented is, in the reviewer's opinion, a well-balanced and penetrating one. Particularly worthwhile is the discussion of values. Perhaps Dr. Counts might have given somewhat more attention to the changes in business and economic organization resulting from technological change and to the growth of such institutions as the school and the church.

The latter portion of the work consists of an eloquent description in general terms of the conception of education which will meet the needs of Americans today and in the future. The concluding chapters are concerned with the community and the teacher as forces in educational process. To this subject Dr. Counts brings a

maturity of vision and a balance in judgment which makes his conception of education worth the serious attention of anyone concerned with the role of the school in American life. The reader may be bothered by the reiteration of basic arguments or may differ with the author's interpretation of such subjects as education and economic trends. But the main argument, that our education must be conceived in terms of the best values of individual freedom and social progress, is well developed.

Of particular merit, to this reader, is the call for a broadly based study of society as a part of the preparation of teachers. Dr. Counts asks for a careful study of the nature of life in totalitarian countries, a welcome suggestion in a period marked by attempts to bar this study from the curriculum. In his discussion of organizations on pp. 439-442, the author gives a good example of the fine writing characteristic of the volume.

FREDERICK H. STUTZ

Cornell University

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